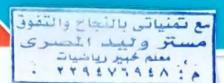


Mathematics

By a group of supervisors

PARENTS' GUIDE





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Part 2

DISCVER

ST Primary 2021

SECOND TERM



Mathematics Parents' Guide





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For printing, publication & distribution

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Lessons 66-67 Ordinal numbers
Lesson 68 One more & one less

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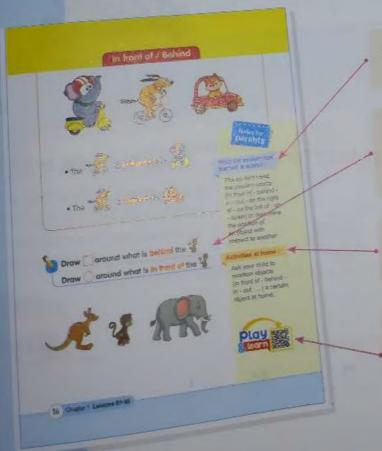
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Outcomes

Describe the skills your child will learn in this lesson.

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New vocabulary your child need to learn through this lesson.



What your child has learned at school.

Help your child by reading the direction for him/her and let he/she answer the question.

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Longer than & shorter than
Relative positions

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Draw a rope that is longer than this rope.

Draw a pencil that is shorter than this pencil.

Lots of practice

Let your child answer the question, then review the child's work.

Complete.

is on the left of Ahmed



Extra Activities

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Notes for parects:

• Ask your child to point to an object shorter than the door of the 's

• Ask tim' has to raise his/her right hand.

21

Step - by - step learning

Read the directions for your child.



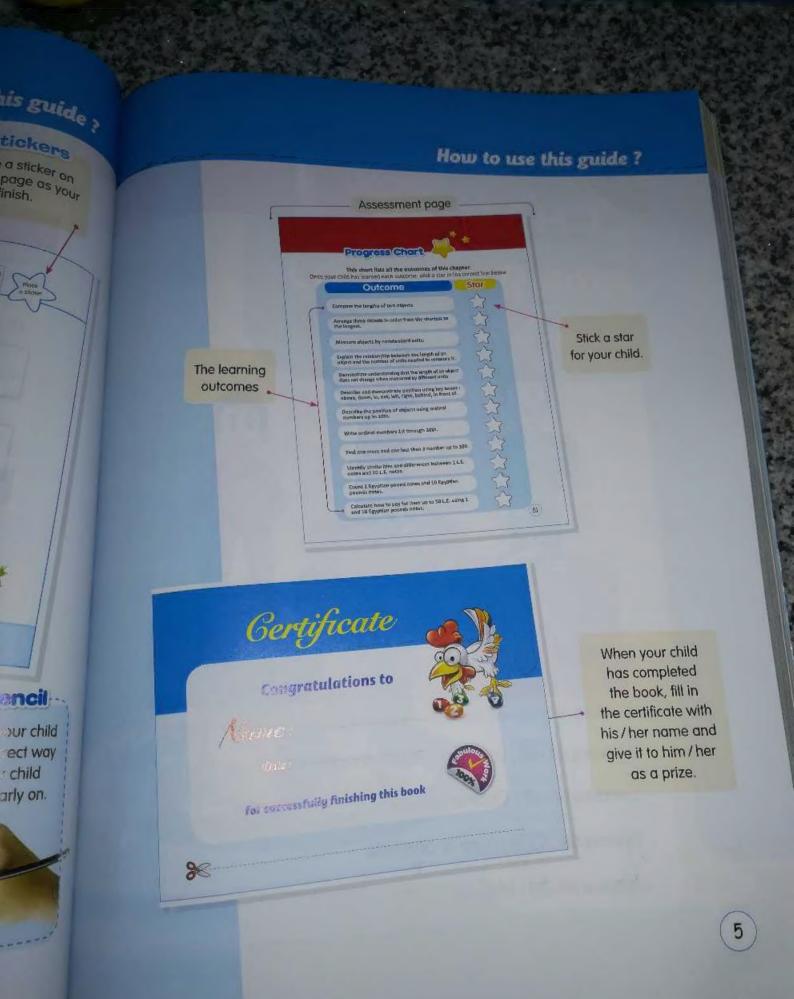
Explain the skills. Make sure that your child understand what to do.

Help your child put a sticker at the top of each page as he/she complete it.

How old a pencil

It is important that you help your child hold his / her pancil in the correct way as shown here to ensure your child develop the right technique early on.





CHAPTER



Lessons 61-65: Lengths - Relative positions

Lessons 66-67: Ordinal numbers

Lesson 68: One more & one less

Lessons 69-70: Money

Lengths - Relative positions



Outcomes

Students will:

- Compare the lengths of two objects.
- Arrange three objects in order from the shortest to the longest.
- Measure objects by nonstandard units.
- Explain the relationship between the length of an object and the number of units needed to measure it.
- Demonstrate understanding that the length of an object does not change when measured by different units.
- Count by ones and tens.
- Describe and demonstrate position using key terms: above, down, in, out, left, right, behind, in front of.

Key vocabulary

- Length
- Longer than
- Shorter than
- Longest
- Shortest
- Long
- Short
- Measure
- Compare
- In front of
- Behind
- Right
- Left
- -In
- -
- Up
- Out
- Ob
- Down
- Above
- Below

Length

The length of an object is how long it is.

This piece of rope is short.

This piece of rope is long.



You can compare lengths using a starting line.

Same lengths

Starting line

Different lengths

Starting line

Longer

Shorter



What the student has learned at school

The student compared the lengths of two objects.

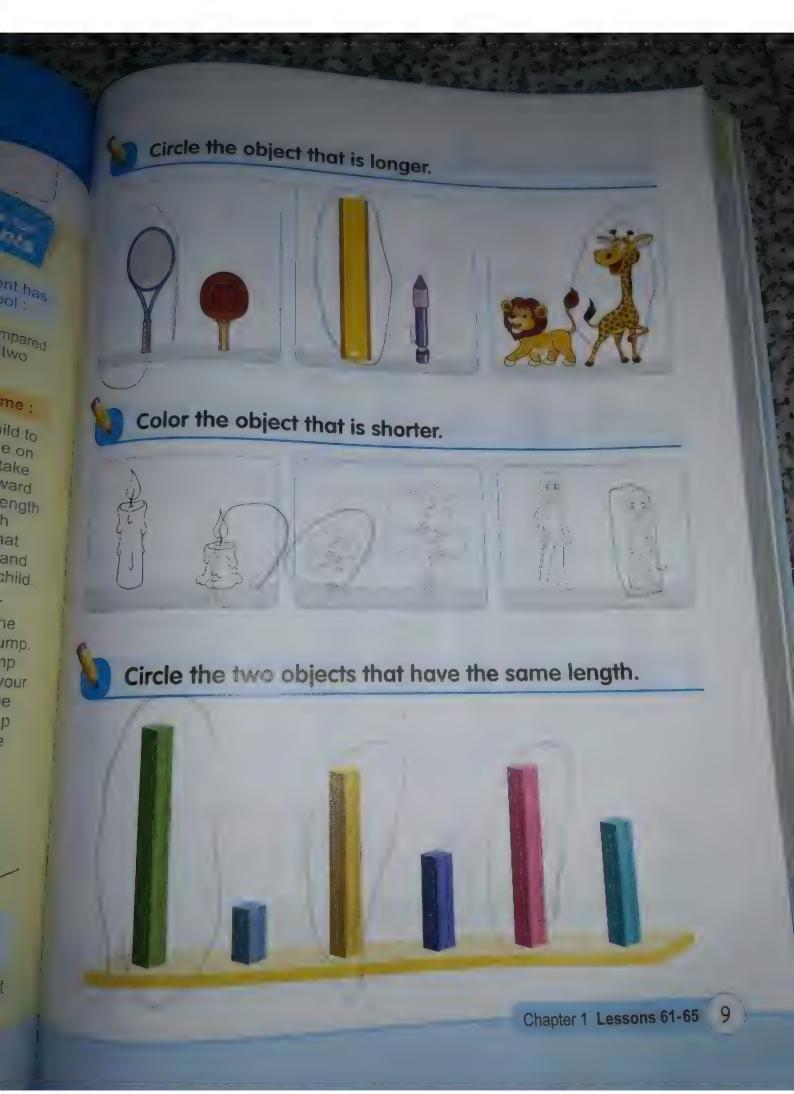
Activities at home:

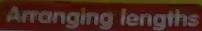
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- · Then have your child stand on the line again and jump. Measure the jump with yarn. Help your child compare the step and the jump by comparing the yarn lengths.



Calendar (Daily routine):

> Ask your child about today's date.





To arrange some objects in order you better line them up first.



Arrange from the tallest to the shortest.







Natasta

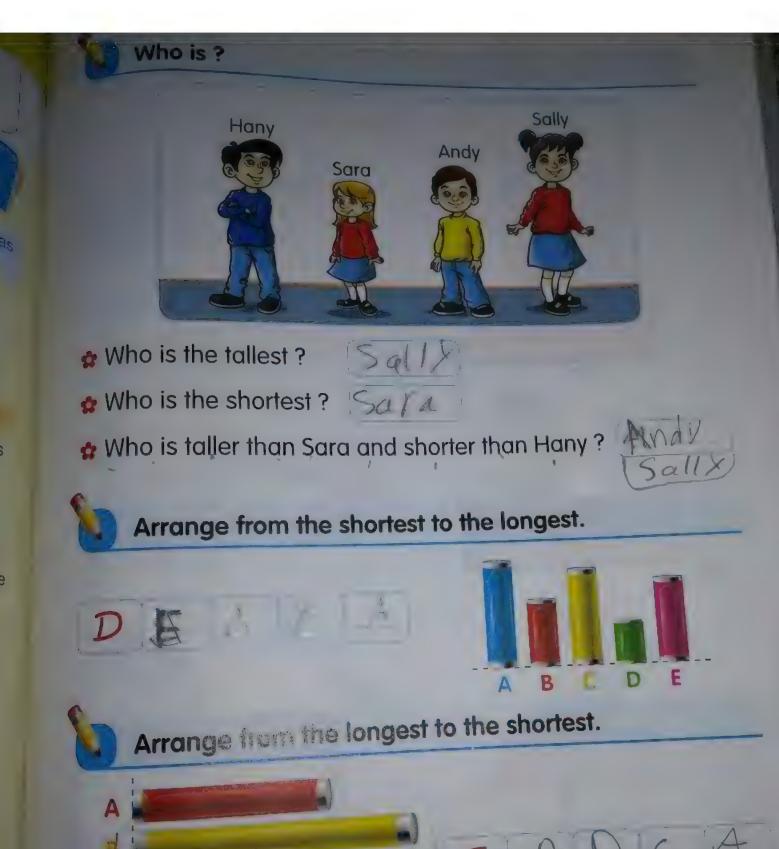
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How long is your desk?
"Use popsicle stick as a length unit"













- to end of the desk.
- The desk is 5 popsicle sticks long.



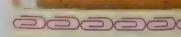
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The student used nonstandard units to measure the lengths of objects.

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Place many objects in a paper bag.
Ask your child to select an object and use paper clips to estimate its length.









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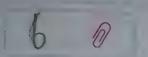
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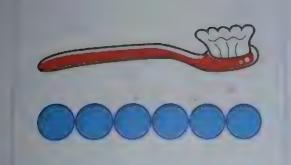
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Measure the length of each object.



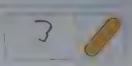


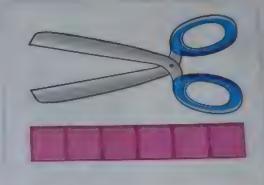


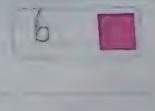


















Use as a length unit to measure the length of each item, then use as a unit to measure the same items.







The length =
$$r$$
 or = r



The length =
$$\frac{7}{2}$$
 or = $\frac{1}{2}$

Notes for Parents

Book



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The order of items from the shortest to the longest is:

Pen, Bock, Rulel

Relative positions

ch

en



The dog is going down



The dog is going up



The dog is below the house



The dog is on the right of the boy





The dog is behind the house





The dog is in front of the house



The dog is in the house



The dog is out the house

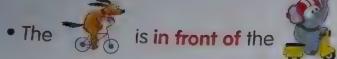
in front of / Behind



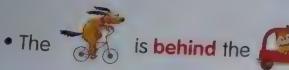
















Draw around what is behind the



Draw around what is in front of the









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The student used the position words (in front of - behind. in - out - on the right of - on the left of - up - down) to determine the position of an object with respect to another.

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On the right of On the left of



• The is on the right of . • The is on the left of .







has

ight

nine

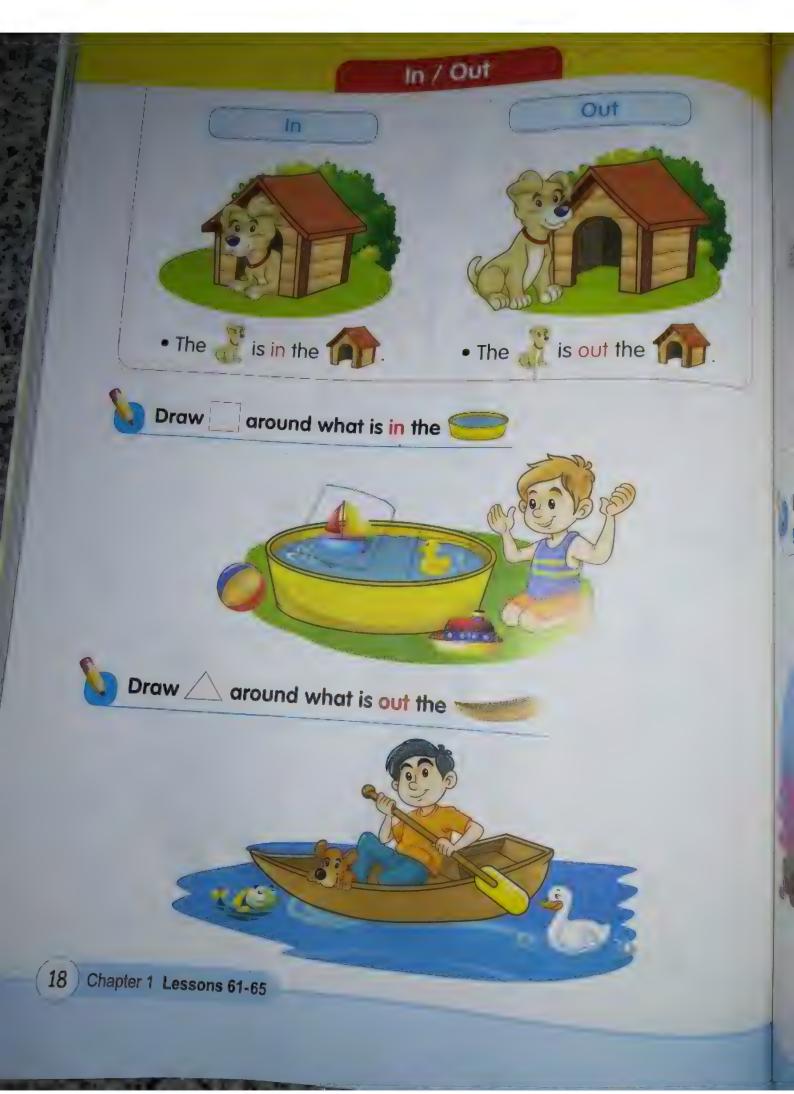
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PARENT'S GUIDE in MATHEMATICS





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Primary
Second Term

General Notes for parents

This guide is intended to help you work with your child to improve his / her high ordered thinking (H.O.T.) in mathematics.

It contains activities which are arranged according to the daily practice at school. Each of them has been prepared in harmony with what your child learned at school, and focusing on specific skills.

You will find in each page of this guide, a hint about what your child learned at school, and the related home activities.

Each activity is clearly labeled with the skill it teaches, and with some additional information, and further activities or experiments written especially for you.

The book is designed in an artistic and beautiful way, to make your child appreciate colorful illustrations and have fun doing the different exercises,

For a better use of this guide, and for getting better results, here are some remarks and suggestions for you, parents:

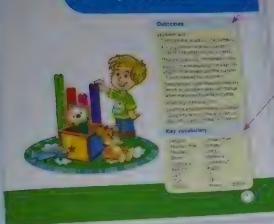
- Try to make your child's learning time secure and happy.
- Do your best to transmit the message that learning is challenging, enjoyable, and rewarding.
- When you are working with your child using this on the ourage him/her to talk and to explain (Why? How? ...)
- Connect math to daily life, and encourage your child or show you how he or she uses math in daily life.
- Praise your child's successes and encourage his or her efforts.
- Offer positive help when your child makes a mistake, and treat errors as opportunities to help your child learn something new.

How to use this guide?

61-65

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Lengths - Relative positions

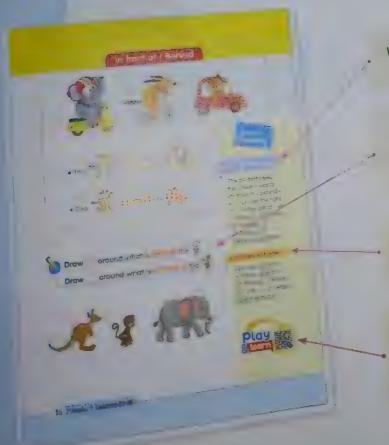


Outcomes

Describe the skills your child will learn in this lesson

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New vocabulary your child need to learn through this lesson.



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Let your child answer the question, then review the child's work.

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Complete

is on the left of Ahmed

Is on the right of Mino

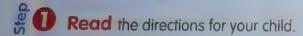


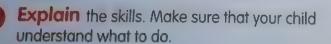
a Ask your child to animate

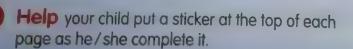
- Ask tim/her to make his/her right hand

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Step - by - step learning



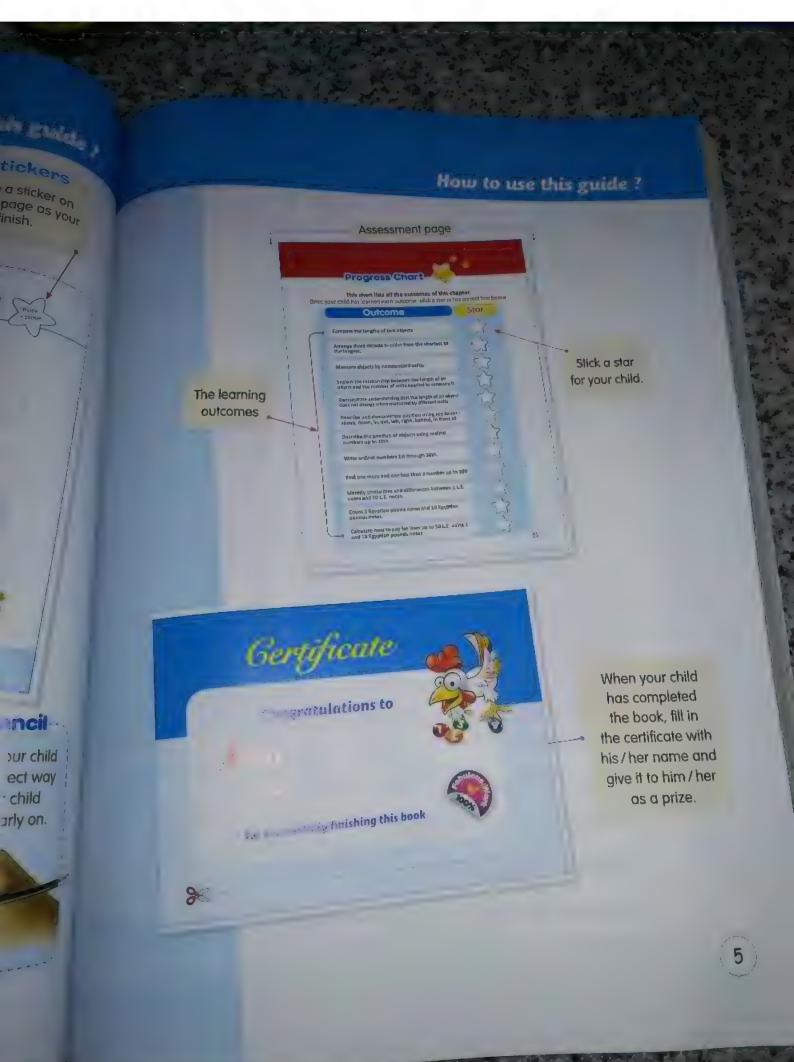




He da pencil

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CHAPTER





Lessons 61-65: Lengths - Relative positions

Lessons 66-67: Ordinal numbers

Lesson 68: One more & one less

Lessons 69-70: Money

61-65

Lengths - Relative positions



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Shorter

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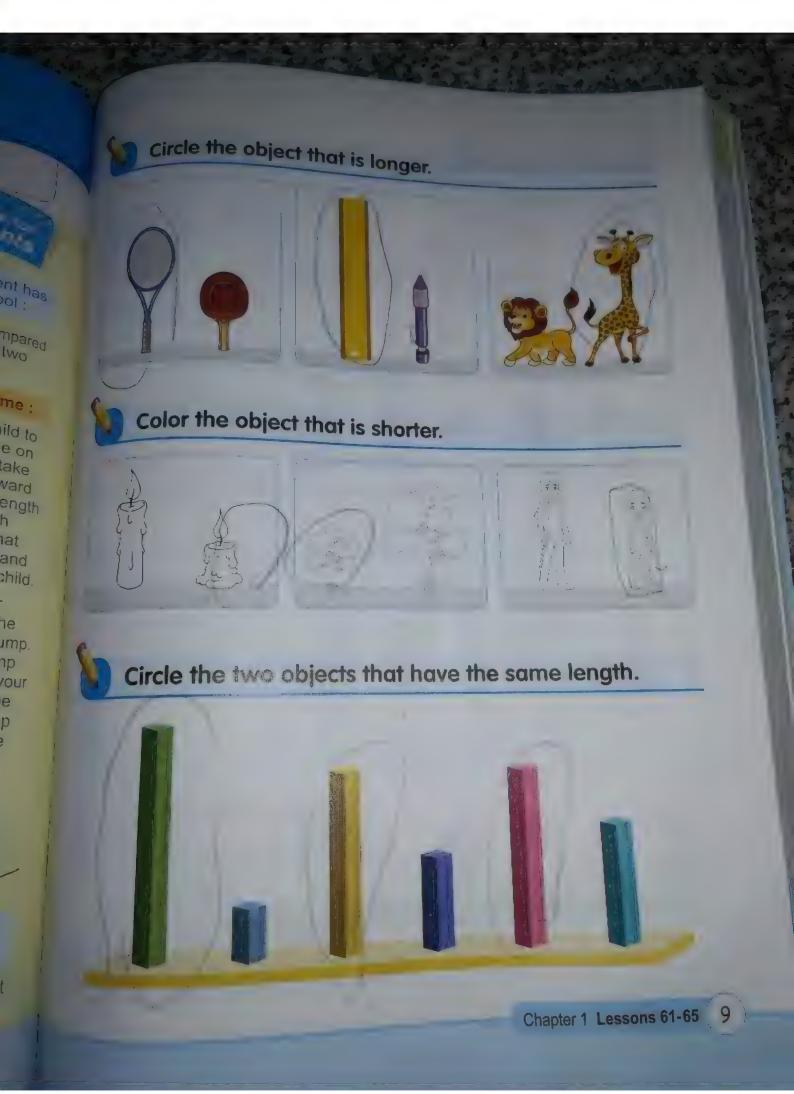
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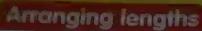
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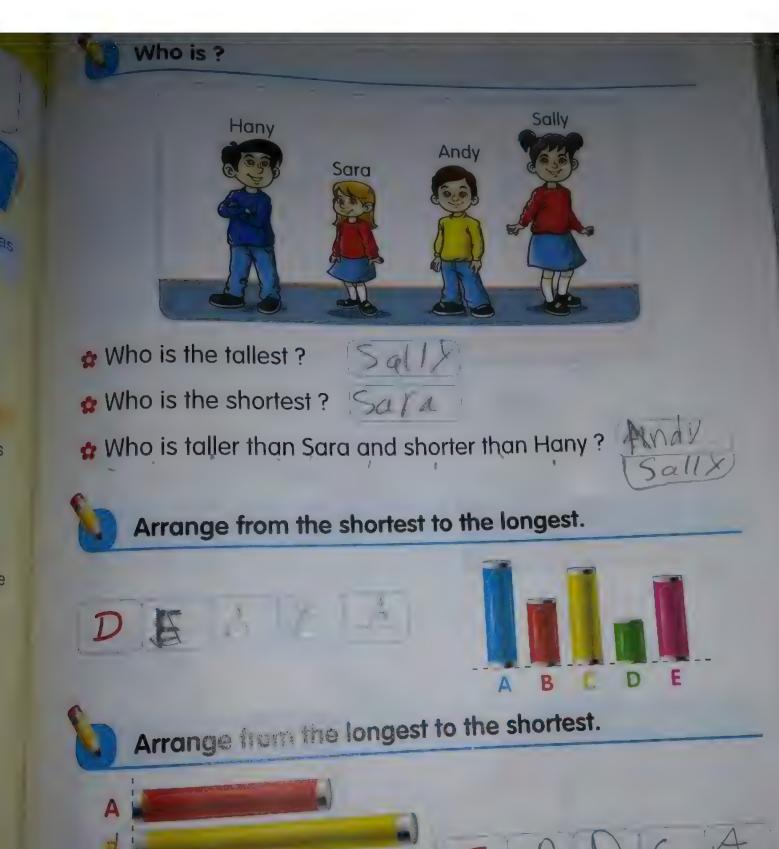
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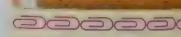
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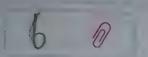
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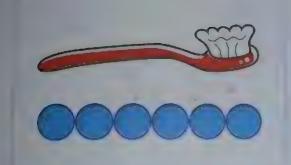
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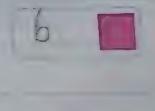


















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Relative positions

ch

en



The dog is going down



The dog is going up



The dog is below the house



The dog is on the right of the boy





The dog is behind the house





The dog is in front of the house



The dog is in the house



The dog is out the house

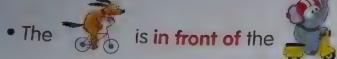
in front of / Behind



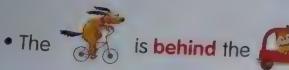
















Draw around what is behind the



Draw around what is in front of the









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The student used the position words (in front of - behind. in - out - on the right of - on the left of - up - down) to determine the position of an object with respect to another.

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On the right of On the left of



• The is on the right of . • The is on the left of .







has

ight

nine

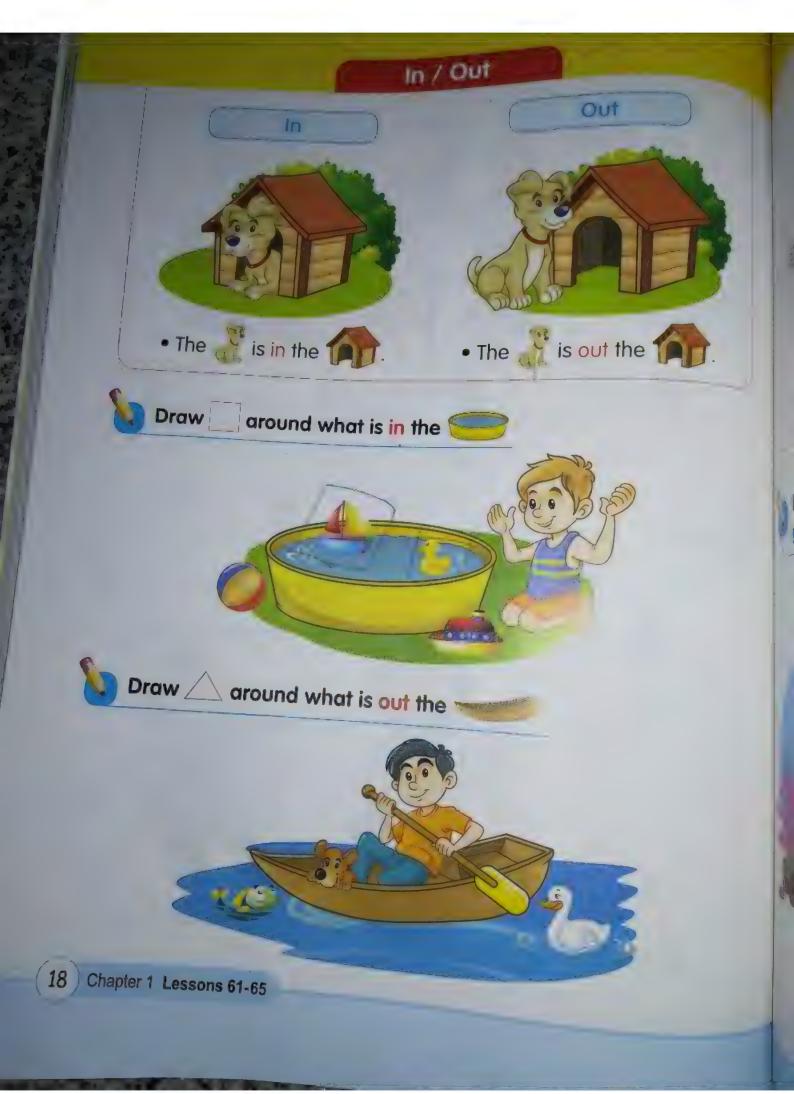
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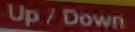


Draw around what is on the right of the









Up



• The is going up .

Down



• The is going down.



Draw around what is going up.



Draw around what is going down.









- Longer than & shorter than
- Relative positions



praw a rope that is longer than this rope.



praw a pencil that is shorter than this pencil.

Complete.

si tr

is on it e left of Ahmed

is conneight of Mina



- Ask your child to point to an object shorter than the door of his / her room. • Ask him / her to raise his/her right hand.



- Measuring length
- Relative positions



How long are these objects?



The length is



The length is

Match.









In

Out

Up

Down



- Comparing lengths
- Relative positions



the one that is taller than Mina and shorter than Sameh.



Match.

Above



Below

· Ask your on a to compare the heights of 2 bottles. · Ask your child to use above and below to tell about objects in Acces for parents .

relation to his / her head and feet.



- Arranging lengths
- Relative positions



Complete.

- Mary is shorter than
- Amary is taller than!
- The shortest one is
- The tallest one is
- The order from the shortest to the tallest is



How many children?



- There are children in the circle.
- There are ____ children out the circle.

Notes for parents: Give your child some crayons that are different in length. Ask him/her to arrange them from the longest to the shortest.





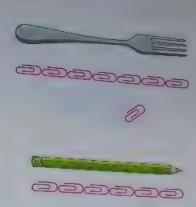
- Measuring lengths
- Relative positions



Measure the length of each of the following using @ as a unit.









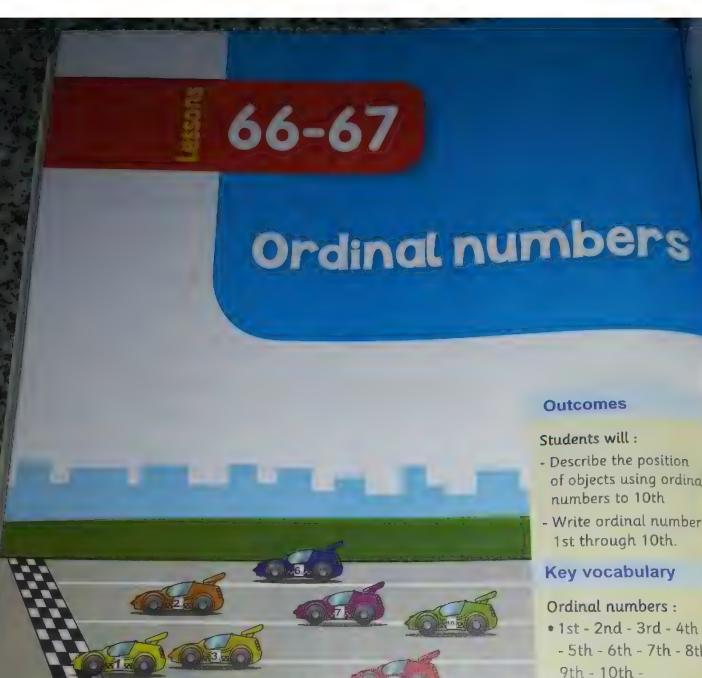
you have 5 friends.



Arrange your friends from the tallest to the shortest

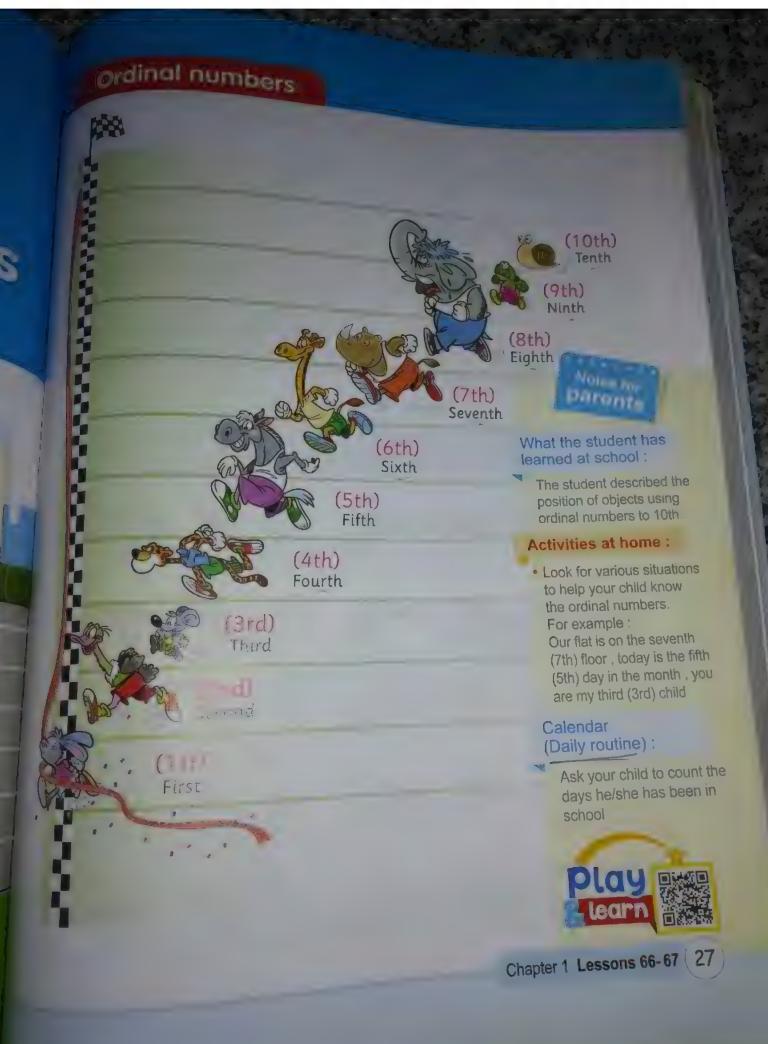


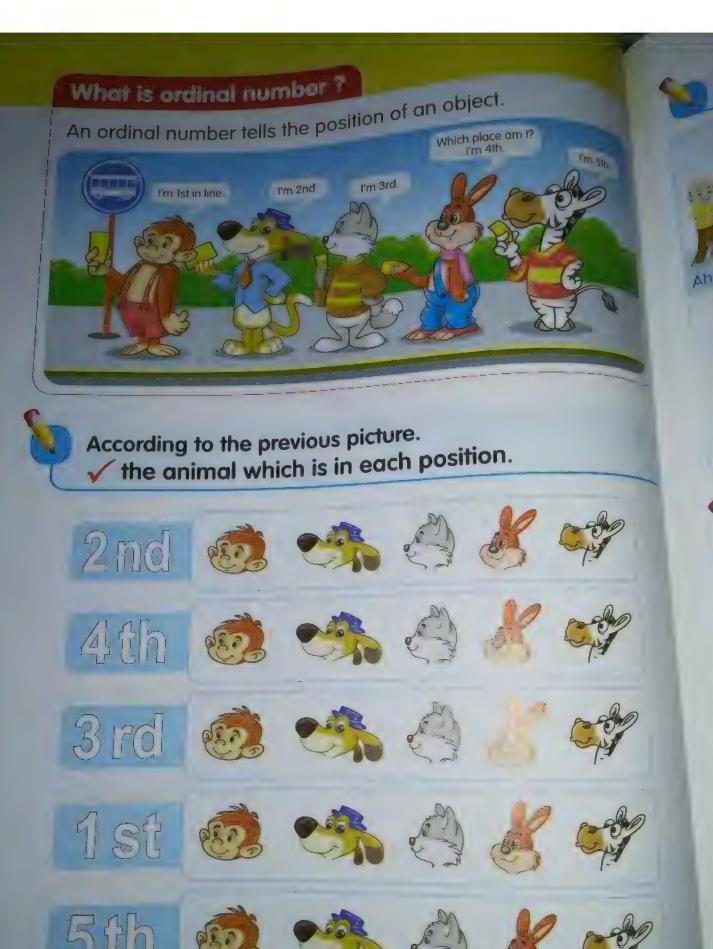
Notes for parents: Ask your child to find an object at home that is about 10 paper clips.

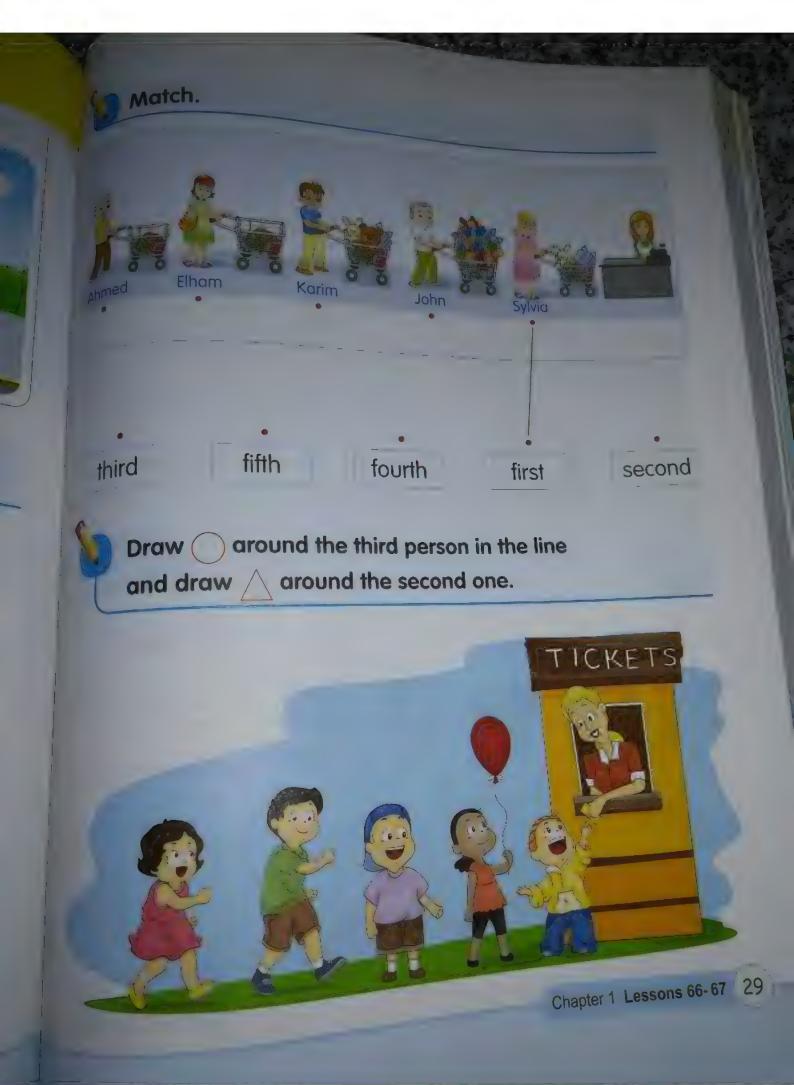


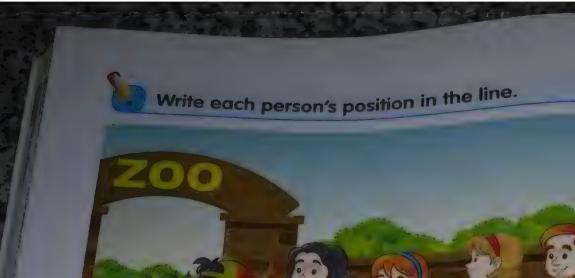
- of objects using ordinal numbers to 10th
- Write ordinal numbers 1st through 10th.

- - 5th 6th 7th 8th -
- s first second third
 - · fourth fifth sixth -
 - seventh eighth ninth
 - teath









Notes for parents

4+h











What the student has learned at school:

The student wrote ordinal numbers from 1st through 10th.

Activities at home:

y your child to some objects in row and wife the order of each object in letters.







Write the ordinal number of your daily routine.











1st



story order

Write 1st to show what happened first. Write 2nd to show what happened second. Write 3rd to show what happened third.























Ordinal numbers



Match.













Circle the word that tells the correct wher of the circled picture (start from the arrow)





























































Notes for parents: Ask your child to use words like first, second or third to describe the position of items in a row.



Writing ordinal numbers



Write the ordinal number. "1st, 2nd,"



Write the order of the underlined figure (start from the arrow).



fifth 5th





Notes for parents: Encourage your child to write 1st, 2nd, 3rd or to describe the

Position of any item in this page.



One more & one less



Outcomes

Students will:

- Find one more and one less than a number up to 100 one n

Key vocabulary

One more
One less

one more One less One more One less Write the number that is 1 more. 16 ind 100. Write the number that is 1 less.



What the student has learned at school:

The student found one more and one less than a number up to 100.

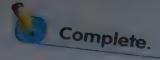
Activities at home:

- Give your child a number and ask him / her to find the numbers one more and one less.
 - Ask questions as:
 What is the number one more/one less our house number?

Calendar (Daily routine):

Ask your child to put x on his / her birthday on his / her calendar.

Chapter 1 Lessons 68



one more

one less

more

less

one more

one less

one more



Complete.

is 1 more than 656

is 1 less than 48

is 1 more than



is I less than



is I more than



13 less than

is 1 more than



is 1 less than

38) Chapter 1 Lessons 68



one one more

one less one more

one less one more

one less one more



Complete.

is 1 more than 56

is 1 more than

is 1 more than

is 1 more than

is 1 less than 48

137 less than 21

is 1 less than l

is 1 less than

68

One more - One less



Write the missing numbers.





Write the number that is 1 more.







Write the number that is 1 less.

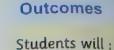








Money



- Identify similarities and differences between 1 L.E. notes and 10 L.E. notes.
- Count 1 Egyptian pound notes and 10 Egyptian pounds notes.

Calculate how to pay for item up to 50 L.E. using 1 and 0 Egyptian pounds

Sey vocabulary

Buy

- 1 L.E.

- 10 L.E.

- Money

- Pound

- Price

- Pay

Toys

Wellon money

one Pound



Front



Back



Front



Back

Ten Pounds



Front



Back



What the student has learned at school:

The student recognized 1 L.E. and 10 L.E.

Activities at home:

Give your child 1 pound note and 10 pounds notes and explain that 10 notes of 1 pound equal one note of 10 pounds.

Calendar (Daily routine):

Ask your child to look at the calendar, ask him/her: are there more Friday or Monday this month?







Circle the amount that is more.























What the student learned at school

The student counted money and recognized that more notes doesn's necessary mean more money.

Activities at home

Show your child two groups of money within 50 L.E.

Have your chilo you the amount each group. Then ask which amount is less.

Write the amount of each group.



L.E.





L.E.



ent has

ey and nat oesn't

me:

nild

id tell

nt of hen ount

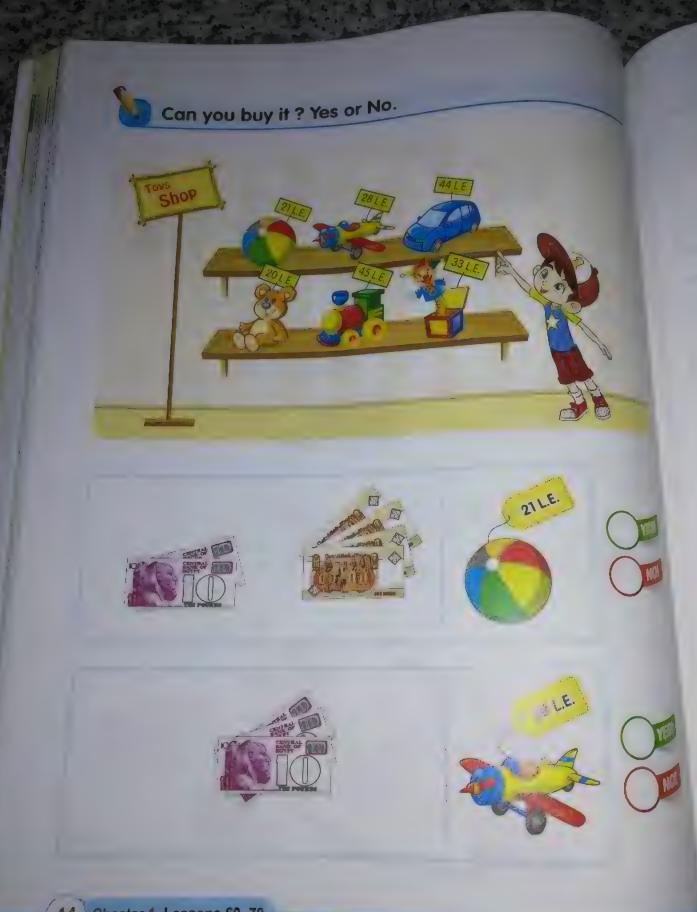


L.E.



L.E.

Chapter 1 Lessons 69-70 (43)







Comparing money a slicker

Notes for parents: Look at the prices in a newspaper advertisement. Ask your child to compare two prices by telling which is more and which is less.



How much does it cost?

Draw notes to show the cost.

















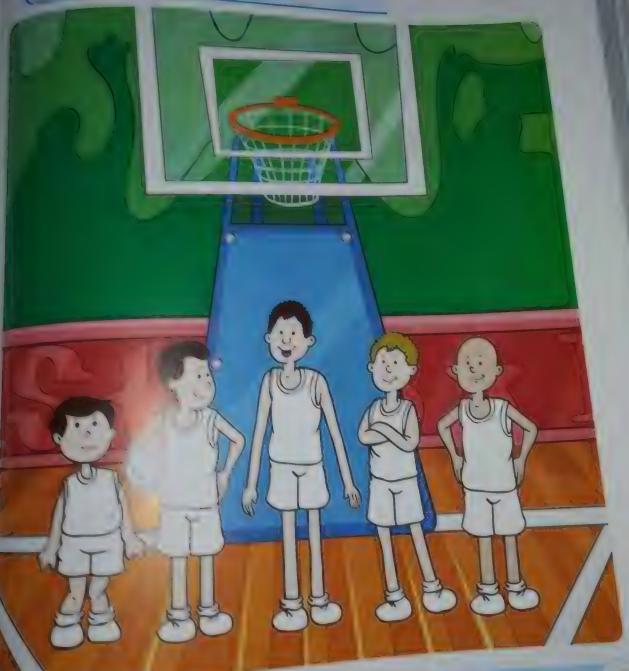
Notes for parents: Name an amount of money that is less than 50 L.E.

Have your child to use 1 pound notes and 10 pounds notes to show the amount in different ways.

corner

Color the tallest player in red and the shortest player in green.



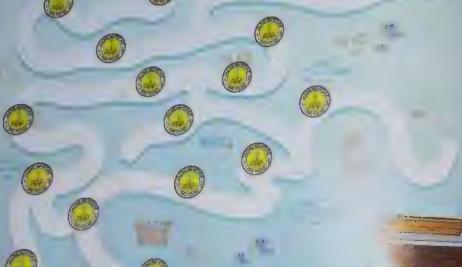




Treasure Maze

Help the man get the treasure. Trace his path.





Count the pounds that he passed on his way through the maze.
 How much money did the man get?

Once your ch

Cor

ti

50

Progress Cham

This chart lists all the outcomes of this chapter. gince your child has learned each outcome, stick a star in the correct box below.

Outcome

Compare the lengths of two objects.

Arrange three objects in order from the shortest to

Measure objects by nonstandard units.

Explain the relationship between the length of an object and the number of units needed to measure it.

Demonstrate understanding that the length of an object does not change when measured by different units.

Describe and demonstrate position using key terms: above, down, in, out, left, right, behind, in front of.

Describe the position of objects using ordinal numbers up to 10th.

Write ordinal numbers 1st through 10th.

Find one more and one less than a number up to 100.

Identify and the sand differences between 1 L.E. notes and 10 L.E. notes.

Count 1 Exposed pound notes and 10 Egyptian pounds notes.

Calculate how to pay for item up to 50 L.E. using 1 and 10 Egyptian pounds notes.







Lessons 71-75: Tens and ones - Place Ve

Lessons 76-77: Comparing two numbers

Lessons 78-79: Ordering numbers

Lesson 80: Subtracting multiples of 10 from multiples of 10

77-75

Tens and ones Place value

The Paris

The second

- · · ·
- . .
- - The said of

Alexander and in the

- · -
- *
- . .

A ten is the same as 10 ones put together.



Count the following sticks.



The number of sticks is 32



Form bundles of 10 sticks.





32 Sticks form 3 bundles of 10 sticks and 2 loose sticks.



- Bundles of 10 are called Tenn
- Loose sticks are called Ones



32 is formed from 3 tens and

What the state. learned at subm.

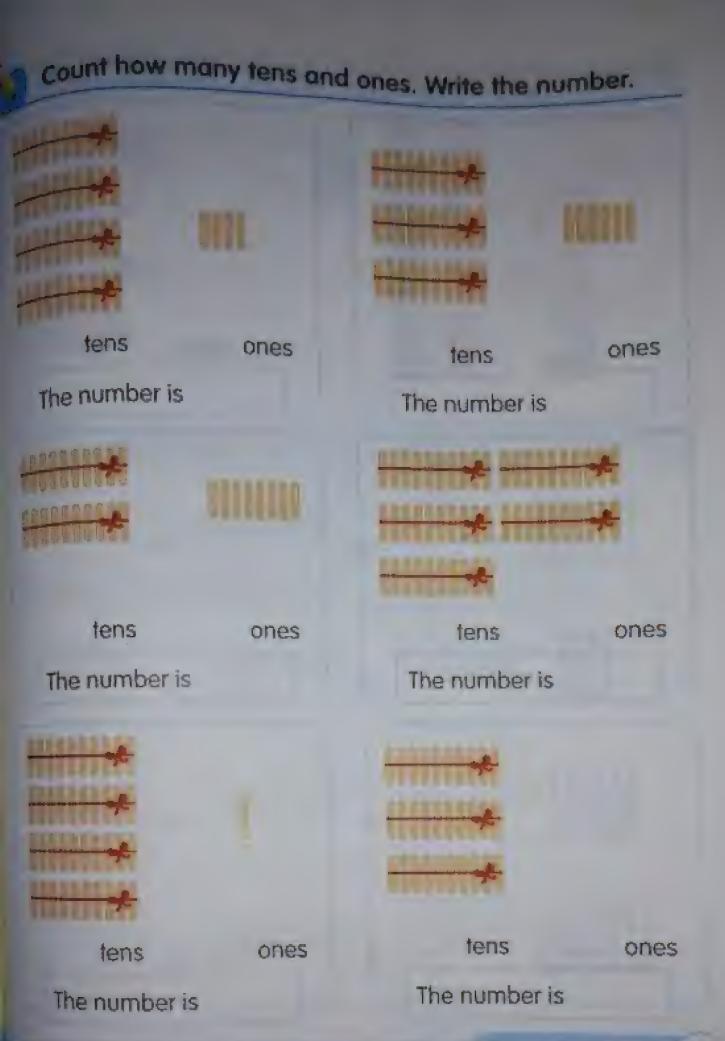
> The two-day number retires an amount of and ones

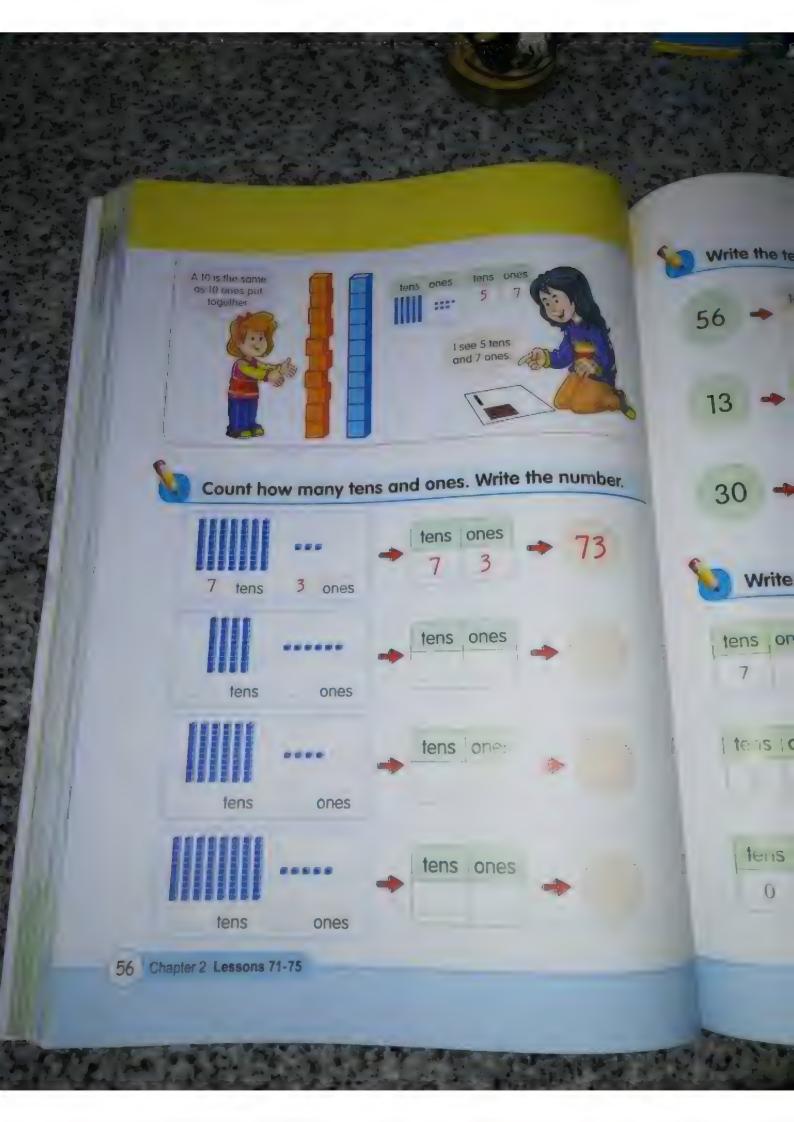
Activities at hom

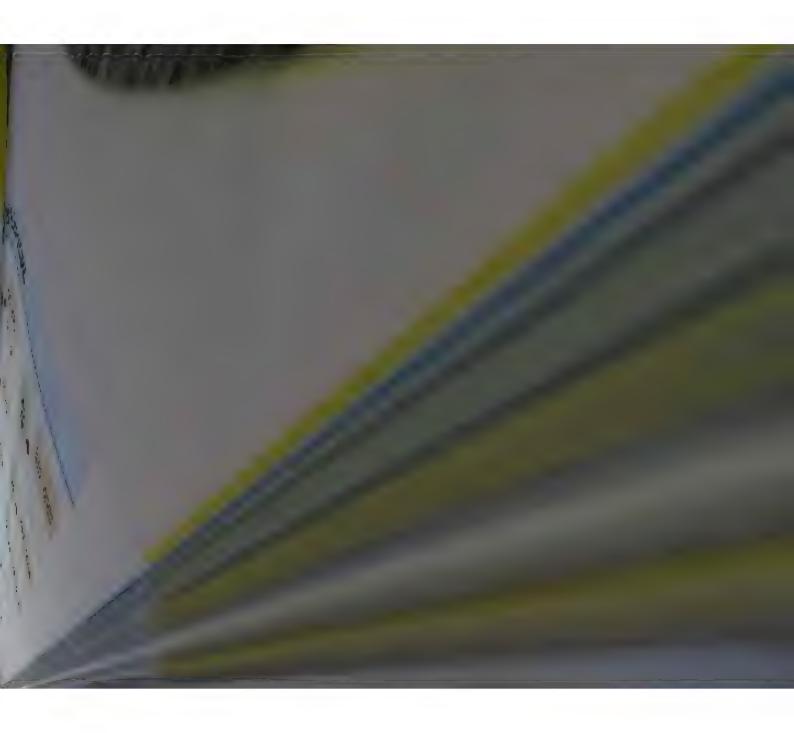
- · Bring some st., pencils. tooth picks.
- · Count them way your child "say"
- · Form bundles // 10 pieces
- · Notice that .
 - Number of bar equals 4 and number of loop pieces equais!
 - Number of her is called lens
 - Number of kers pieces is called ones.

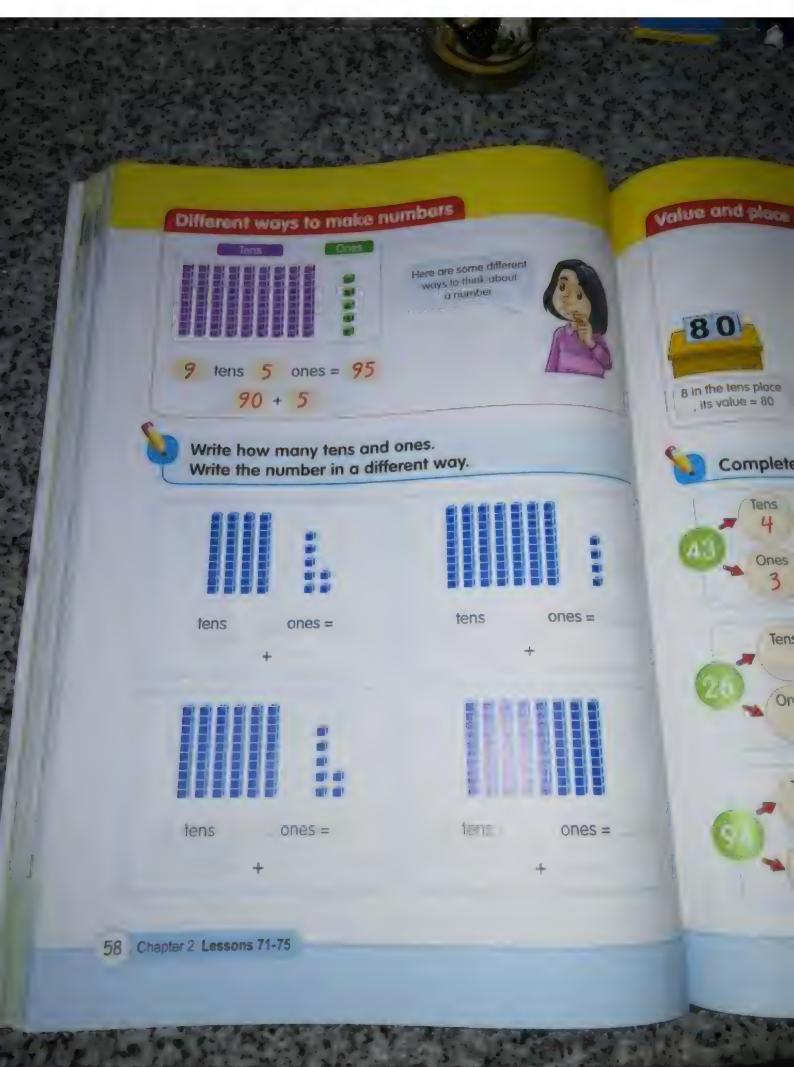
allendar (Daily routine):

- · Ask your chief identify what day is on the calendar
- · Ask him / her will day comes next









wo and place value



s in the tens place its value = 80



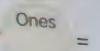


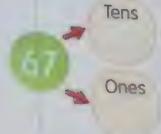
3 in the ones place its value = 3

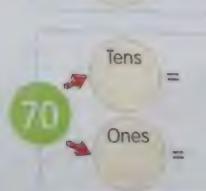


Complete.









What the student has matted at school

The student determined the value of each digit in a two digit number

Activities at home:

Give your child some two-digit numbers and ank him ! her about the value of each drait in each number showing that the dirill takes its value from its clace in the number for example

- · m 35. the value of 3 is 30.
 - · while in 83. the value of 3 is 3





Write the place value of the digit 5 in the following numbers.



40

53

52

65

51

tens

35

5

54

75



Circle the value of the blue digits.

73 3 or 30

57 5 or 50

38

8 or 80

86

6 or 60

78 7 or 70

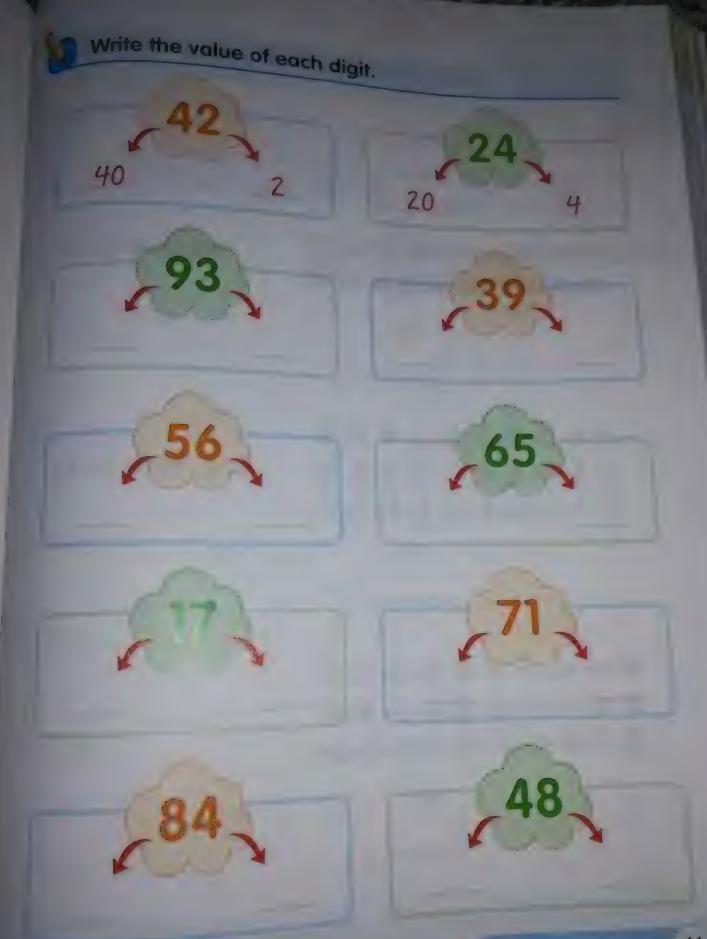
19 9 or 90

83 8 or 80

62 6 or 60

98 9 or 90

45 5 or 50





Tens and ones (1)



Write

Match

2 tens

3 ten

7 te

Count the objects. Circle the objects in groups of ten.
Write the number of tens and ones. Then write how many in.



33333

tens

ones

How many?





tens

ones

How many?



ones

How many?

tens

Notes for parents. Make a group of 20 - 60 small objects as macaroni or beans and their court in 100 make groups of tens and ones and then count how many

to the second se

Tens and ones (2)



in all.

Write the number.

Match the number to the correct picture.



2 tens 6 ones 26

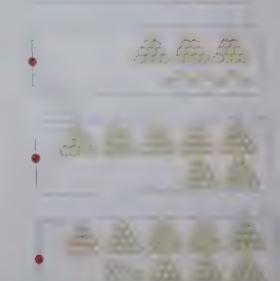
3 tens 7 ones

7 tens 0 ones

5 tens 8 ones

8 tens 5 ones

6 tens 2 ones





Tens and ones (3)



Con

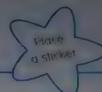
Read each number. Write the number of tens and one.

Tens Ones	Tens Ore
25 2 5	17
43	71
28	66
30	19
54	31
55	40

Notes for parents: Point to different pages numbers of this book up to 99 and ask you child to tell you the number of tens and ones.

7A

Value and place value



complete as in the example.

- In 52 the digit 5 is in the tens place. Its value is 50
- In 36 the digit 3 is in the place. Its value is
- In 63 the digit 3 is in the place. Its value is
- In 12 the digit 2 is in the place. Its value is
- In 21 the digit 2 is in the place. Its value is

Complete the following table.

The number	72	34	95	66	80
The value of the digit in the units place	2				-
The value of the digit in the tens place	70				



Place value



Cancel all squares that:

- have numbers its tens digit is 8
- have numbers its ones digit is 5
- have numbers its ones digit is more than 7
- have numbers its tens digit is 3

87	15	68	Q 30	X	V
	E	W 75	C		1 78
G	Y 23		M 25	65	J
	59	37			A
				10	F
B	P	D		18	32 T
31	24	79	84	34	47

Use the remaining letters to form a word

76-77

Comparing two numbers



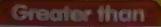
Outcomes

Students will:

- Compare two-digit numbers using the symbols > , < , =
- use place value to compare two-digit numbers

Key vocabulary

- Greater than
 - 上記等 等待组织
- Equal to
- . Compare
- . yelle
- . Place value
- Tens
- . Chas





47 is greater than 43



Company this terris the compare the ones digna 43 and 47 have the same no of tens, but 47 has more a



Circle the greater number. Write the numbers.





85 is greater than 58

85 > 58

is greater than





is greater than





Less th

What the student na learned at school

The student compared two numbers to identify the greater one







is greater than





Say a number up to 99 and ask your child to say a number greater than this number.



Circle the numbers that are greater than 60.

94 55 62 70

Calendar (Daily routine)

> Ask your child about the names of the months of the year

Chapter 2 Lessons 76-77

Less Men



25 hers tensor tens thom 35



25 is less than 35



Circle the number that is less. Write the numbers.





65 is less than 66

65 < 66





is less to





is less than





is less than



Would the student has learned at seriool 1

The student compared two numbers to identify the smaller one

Activities at home:

Write a number up to 99 and ask your child to write another number smaller than it.

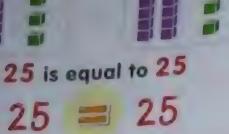
Circle the numbers that are less than 60



Equal



The two numbers have the same number of lens and same number of ones







Compare the numbers.

Use statement to show each number.

Draw the Coccess Write < , > or = in the circle

Net parent

What the studence tearned at some.

The student compared two quantities of obes

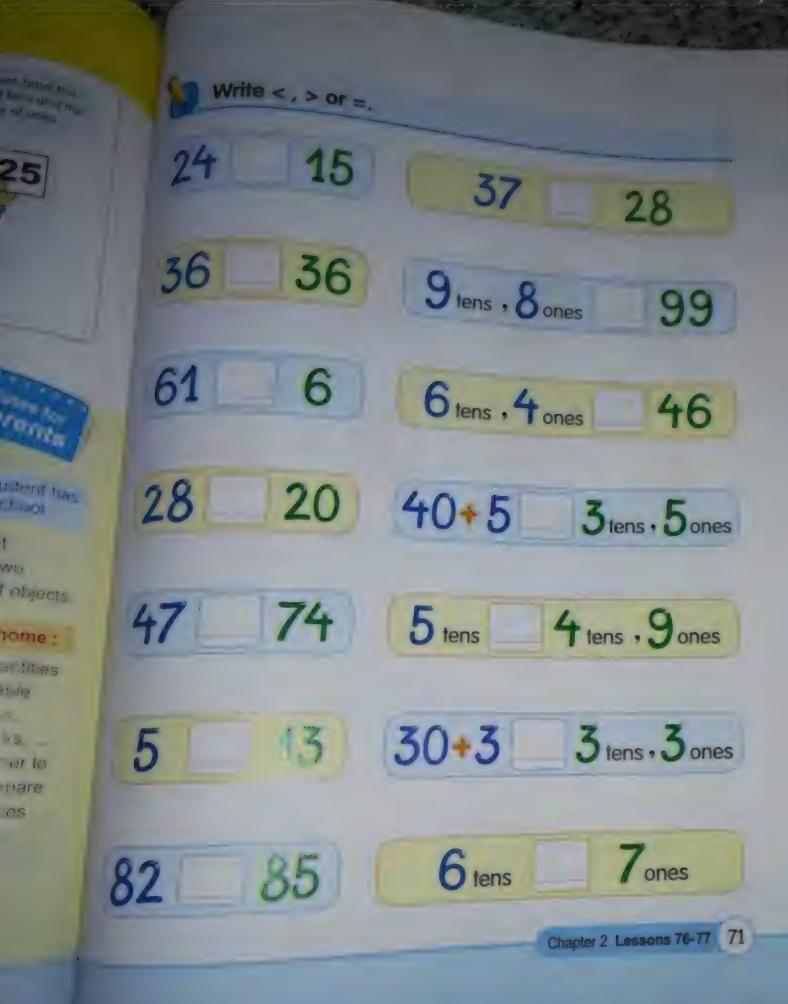
Activities at home

Bring two quantities
of any countable
objects "beans
macaroni, sticks,
and ask him/her to
count and company
the two quantities
using > , < or a.

16 () 5

27 () 27

36

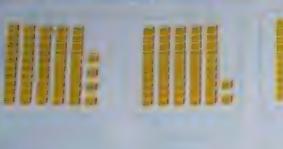


76

Comparing two numbers (1)



Write the number then write >, < or =.







Color t

Choose the correct answer.

17 >	18	• 7	1	14	9	20
88 =	68	. 80) - 8	+	80	+8
< 72	75	, 5	57 .	80	,	91
> 50	30	9	61 ,	16	,	49

Notes for parents: Look through this book for two 2-digit numbers. Then have you child compare these two numbers.

77

Comparing two numbers (2)



put > , < or = .

47	51

color the circle of greater number.



78-79

Ordering numbers



Outcomes

Students will:

Order three or more two-digit numbers from the least to the greatest and from the greatest to the least.

Key vocabulary

Greatest.

· Smallest.

east.

compare.

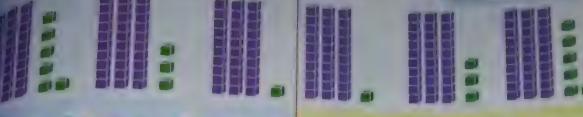
ordering numbers

you can order numbers from greatest to least of from least to greatest.



> is greater than

< is less than



36 > 33 > 31

<u>31</u>

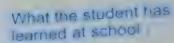




30 greatest



Compare the numbers. Write them in the correct order. Then write > or <.



the student ordered
three or more 2-digit
numbers from greatest
to least and from least
to greatest

Activities at home :

Give your child some numbers and ask him/ her to put them in order from greatest to least or from least to greatest.

Calendar (Daily routine)

Asia , our child guestions as

What is the current month?

- What is the next month?

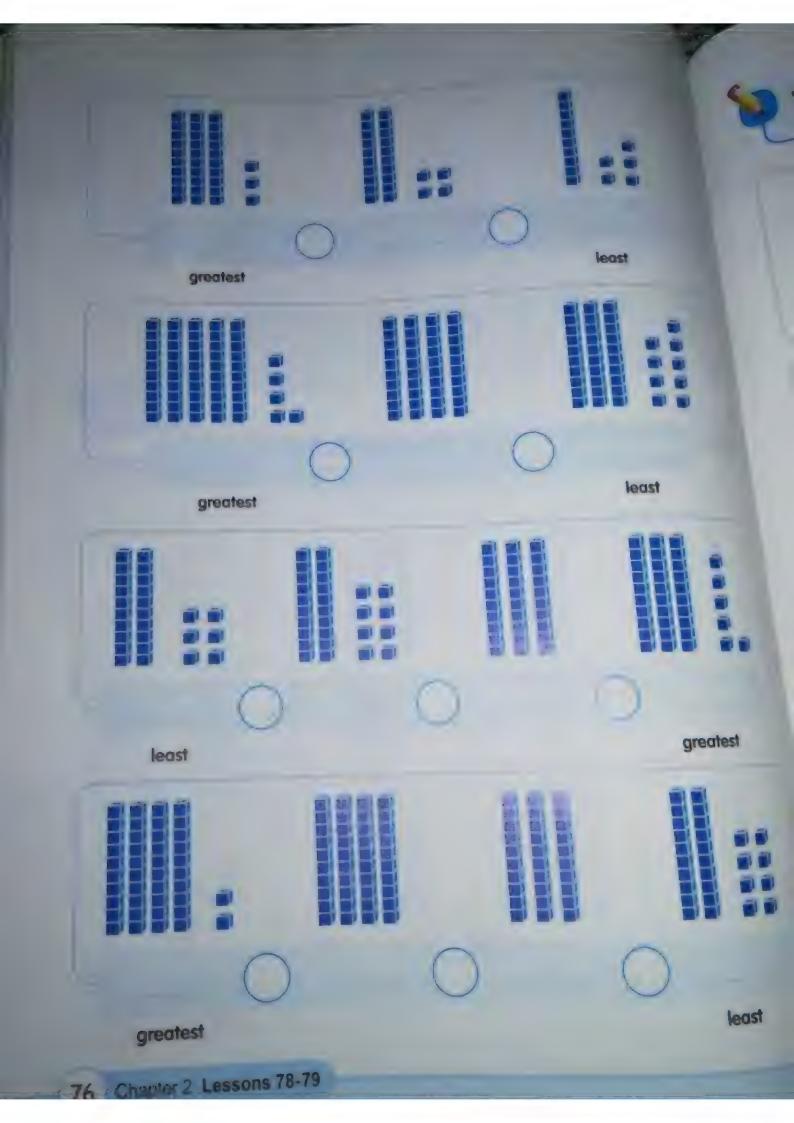


17 2.1 2.5 greatest

least

re

greatest



Write the numbers in order from the least

Ascending /



























Write the numbers in order from the greatest to the least.

Descending order









65

64

56

46









>

_

,









,

81

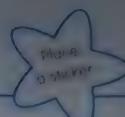




9

18

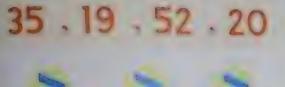
Ordering numbers (1)



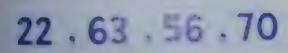
Write the numbers in the correct place.























greatest least



Ordering numbers (2)



Put these numbers in order from the greatest to the least

29 , 92 , 24 , 60

72 , 80 , 76 , 85

Put these numbers in order from the least to the greatest.

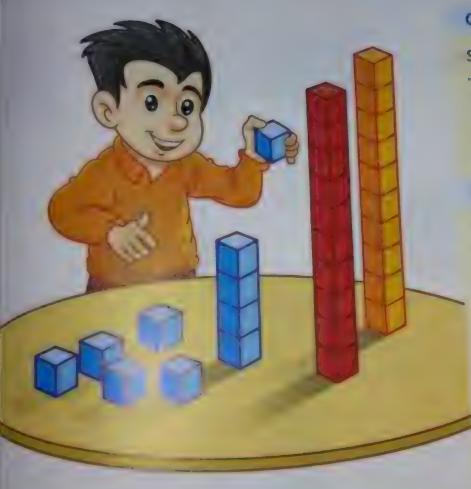
58 , 63 , 52 . 70

69 , 75 , 70 , 68

Notes for parents: Show your child some two-digit numbers. Have him i her write them in order from the least to the greatest.

80

Subtracting multiples of 10 from multiples of 10



Outcomes

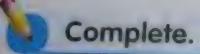
Students will:

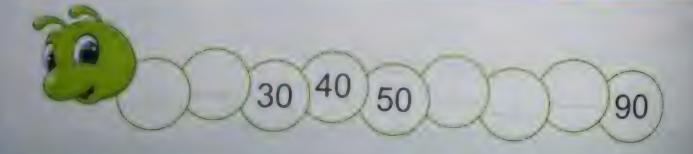
- Subtract multiples of 10 from multiples of 10
- Skip count by 10's up to

Key vocabulary

- Subtract
- Equal to

Counting by 10's up to 90 20 90 30 (60) 50





Phoenical mombras of 10 from multiples of 10

40

70 - 30 = 40



What the studenth 33 learned at school:

> The student subtracted multiples of 10 from multiples of 10.

Activities at home

Help your child to solve subtraction problems of multiples of 10 using play cubes, bundles of 10, 10 pound notes

Calendar (Daily routine).

Display a calendar. Ask your child how many days are there in each month? which months have the most days? which month has the least days?

Subtract.



$$90 - 70 =$$











$$60 - 40 =$$







$$80 - 50 =$$





Subtracting multiples of 10 from multiples of 10



complete.



find.



$$60 - 20 =$$





Corner





Find the number, then color.

• 8 tens and 5 ones

Brown

• one ten and 7 ones

Yollow

• 2 tens and 9 ones



• 3 tens and 2 ones

• 5 tens

• 4 tens and 5 ones





Activity

Number Puzzle









directions .

Help your child , wee of this puzzle

Mix up all and ask your cried to put each three suitable pieces together

once yo

This page was left intentionally blank for cutting activity on previous page.

Progress Chart

This chart lists all the outcomes of this chapter.

Once your child has learned each outcome, stick a star in the correct box below.

Outcome

Demonstrate understanding that a two-digit number represents an amount of tens and ones.

Represent two-digit numbers as a quantity of tens

Determine the value of each digit in a two-digit number.

Compare two-digit numbers using the symbols of greater than, less than and equal.

Use place value to compare two-digit numbers.

Order three or more two-digit numbers from the least to the greatest and from the greatest to the least.

Subtract ples of 10 from multiples of 10.

Skip count by 10's up to 90.

Star

















CHAPTER 3



Lessons 81 - 83 : Subtracting tens

Lessons 84 - 85: Problem solving strategies on addition

Lesson 86: Problem solving strategies on subtraction

Lessons 87 - 89: Counting forward by tens - Money

Lesson 90: Counting backward by ones and tens - Money

81-83

Subtracting tens



Outcomes

Students will:

- Subtract multiples of 10 from multiples of 10 within 90.
- Apply place value concepts to solve subtraction problems.

Key vocabulary

- Place value.
- Subtraction.
- Ten-stack.





Subtracting tens

A bird found 50 seeds. It ate 20 of them.

How many seeds are left?



Tens

50

5 Tens

Tens

-20

_ 7 Tens

Tens

30

3 Tens

5 -

30 seeds are left



What the student has learned at school:

The student subtracted multiples of 10 from multiples of 10.

Activities at home:

Help your child to use the place value cards within book to subtract multiples of 10.

alendar (Daily routine):

Help your child to count the number of his family birthdays in each month.

Discuss which month has the most and which month has the fewest number of birthdays.

Note

5

helps you to find

50

- 2

20

3

Chapter 3 Lessons 81-83

Subtracting tens

A bird found 50 seeds. It ate 20 of them.

How many seeds are left?



Tens

Tens

Tens

2 Tens

Tens _

7 Tens

30 seeds are left

What the studenth learned at school

> The student subtracted multiples of 10 from multiples of 10.

Activities at home

Help your child to use the place value cards within book to subtract multiples of 10.

Calendar (Daily routine):

Help your child to count the number of his family birthdays in each month. Discuss which month has the most and which month has the fewest number of birthdays

Note

helps you to find

Subtract.

70 -60

Tens Tens

20

Tens

-10

Tens

Tens

80 40

les

les

Tens

Tens

Tens

50

-30

Tens

Tens

Tens

Tens

40

Tens

60

Tens

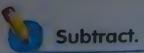
Tens

-10

Tens

Tens

Tens





Subtracting tens (1)



subtract.

6 Tens

-2 Tens

Tens

9 Tens

-4 Tens

Tens

5 Tens

-5 Tens

Tens

7 Tens

-6 Tens

Ter

6 Tens

-1 Tens

Tens

8 Tens

-5 Tens

Tens

3 Term

- Tens

Tens

6 Tens

_4 Tens

Tens

7 Tens

-3 Tens

____ Tens



Subtracting tens (2)

Place a sticker 83

Join.

Subtract.

50 -40 80 -20 70 -40

80 -50 20 -10 30 -30

40 -30 30 -20 90

Subtracting tens (3)



join.

this page.

84-85

problem solving strategies on addition



Outcomes

Students will:

- Apply strategies to solve addition stony problems within 20
- Solve addition problems to find an unknown quantity

Key vocabulary

- Addition.
- Place value.
- Subtraction. Unknown.

problem so

2 children

4 children

How man

Writing o

Understa

What of Circle th

Plan

What
 Unde

Solve

Writ

Chac

the D

problem solving strategy (1)

- 2 children ride bicycles.
- 4 children joined them.

How many children are riding bicycles now?



Writing a number sentence strategy

Understand

What do you want to find out? Circle the question.

Plan

es to

story

n 20.

antity.

d

y

What facts do you need? Underline them.

Solve

Write a number sentence to solve.



Check

♦ Does your a swer make sense ? Draw a picture to check.





What the student has learned at school:

The student solved story problems on addition.

Activities at home:

Make a story with addition problem and help your child to write the related number sentence to find the result.

Calendar (Daily routine):

Ask your child to find the current date on the calendar. Ask what the date will be in 1 day, in 2 days and in 3 days.

Chapter 3 Lessons 84-85 99

Problem solving strategy (2)

Sara has 7 flowers.

Her mother gave her some extra flowers.

Now Sara has 11 flowers

How many flowers did her mother give her?



W. Kai Sara

tras first

Drawing a picture strategy

* Write a number sentence to solve.

◆ Draw a picture to solve.

• Her mother gave her 4 extra flowers.

problem solvi

Sameh has 8

His teacher o

Sameh has

How many b

Subtraction

Write a nui

8

A Change

Start with the unknown

15

☆ @raw a

What Sare

has in all







problem solving strategy (3)

sameh has 8 books.

His teacher gave him some extra books.

sameh has now 15 books.

How many books did his teacher give him?



Subtraction strategy using fact families

write a number sentence.

$$8 + 7 = 15$$

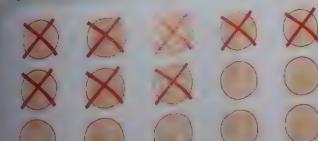
$$15 - 8 = 7$$

$$15 - 7 = 8$$

change addition to subtraction.

Start with the answer and subtract the quantity you know to get the unknown.

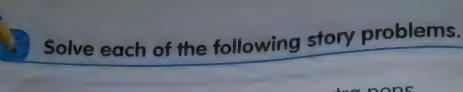
a Draw a picture solve.



Draw 15 circles. Cancel 8 You will get 7.

$$15 - 8 = 7$$

His teacher gave him 7 books.



Aly has 6 pens. He bought some extra pens. The number of pens with Aly became 17.

How many pens did Aly buy?



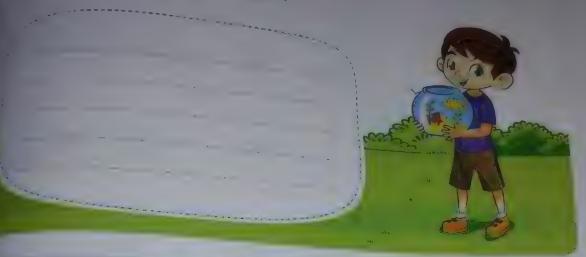
There are 14 children playing football. Some children joined them. The number of children became 15

How many children did join them?

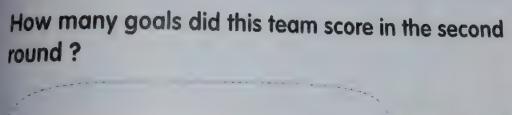


Adam has 9 yellow fish. He added some red fish such that the total number of fish became 13.

Find the number of red fish.



A team scored 13 goals in the first round and scored some goals in the second round. The total goals in the two rounds are 19 goals.



Circle the correct answer.

10

= 15

3 or 5 or 8

15

10 or 12 or 9

13

= 15

3 or 12 or 2

5

= 12

7 or 6 or 5

= 14

7 or 5 or 8

6

- 14

4 or 8 or 6

16 = 19

2 or 3 or 4

13

4 or 14 or 3

Write the missing number.

or 8

or 9

or 2

5

8

5

4

15

= 18

-

7 = 11

13 +

= 18

•

5 = 12

8 +

= 15

+

4 = 13

9 +

= 16

+ 14 = 14



Drawing a picture strategy



Solv

The

the

H

Solve the following problems.

In a class, there are 12 boys. If the total number of boys and girls in this class is 20.

How many girls are in this class?



In one day, Bassem read 7 pages of a book. In the next day he read some pages in the same book. If the total pages he read is 18 pages.

How many pages did he read in the second day?



Notes for parents: Help your child to use the drawing picture strategy to solve the problems in this page.

Place I slicker

ne

Subtro

Subtraction strategy



solve the following problems.

there are two flocks of sheep. One contains 8 sheep and the total number of sheep in the two flocks is 17.

How many sheep are in the other flock?



Ahmed has 13 stamps. His friend gave him some more stamps. Now he has 18 stamps.

How many stamps did Ahmed's friend give him?



Notes for parents: Help your child to use subtraction strategy to solve the problems in this page using fact family.

§ 86

problem solving strategies on subtraction



Outcomes

Students will:

- Apply strategies to solve subtraction stoproblems within 20 proble

- Solve subtraction problems to find an unknown quantity.

Key vocabulary

- Addition.
- Subtraction.
- Unknown.

moblem solving strategy (1)

15 birds were flying.

some landed on a tree.

6 are still in the air.

How many birds did land on the tree?



prawing a picture strategy

a Write a number sentence.

to

story 20



* Draw a picture to solve.

• Draw 15 circles.



 Color 6 circles and count the left circles to get the answer.

• 9 birds landed on the tree.



What the student has learned at school:

> The student solved story problems on subtraction.

Activities at home:

Make a story with subtraction problem and help your child to write the related number sentence to find the answer.

Calendar (Daily routine):

Show a date on a calendar and ask your child about the date 2 days before.

Chapter 3 Lesson 86 (109)

Problem solving strategy (2)



Wael has 18 pounds.

He bought a chocolate.

Now he has 10 pounds.

How much money did the chocolate cost?



Maged h

Solve

How m

Th

131

Counting strategy

☆ Write a number sentence.

Change subtraction to addition.

Count to solve.

- Count from 10 to 18
- You will get 8.
- 18 8 = 10
- The cost of the chocolate is 8 pounds.



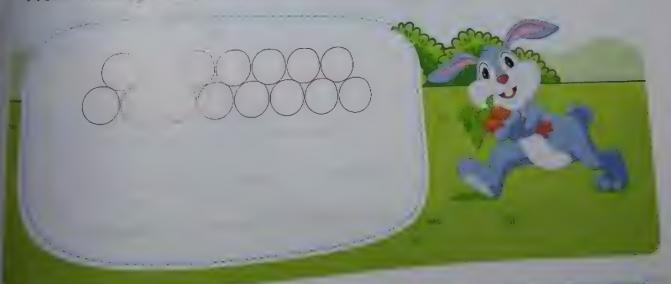
Maged has 12 apples. He gave some of them to his sister

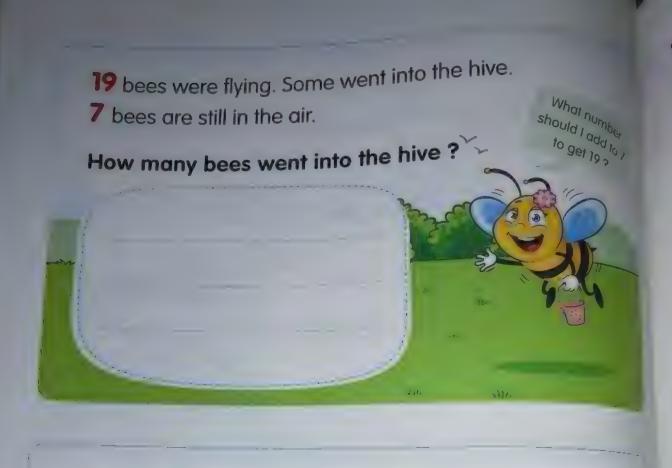
How many apples did he give to his sister?

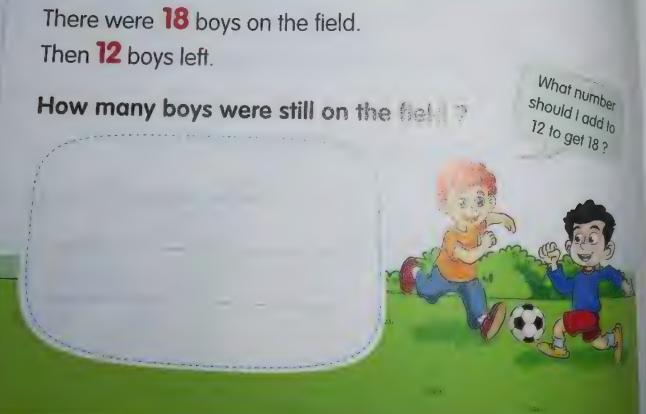


There are 15 carrots. Bunnies ate some of them and 5 carrots are left.

How many carrots did the bunnies eat?







Write the missing number.

13

-



= 4



17



= 5



12

_



9

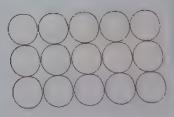


15

ייחז



10

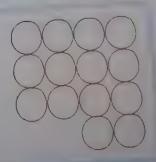


14

-



=





Problem solving strategies on subtraction



Draw circles. Write a number sentence to solve.

There are 15 boys at the game.

Then 6 boys went home.

How many boys are still at the game?

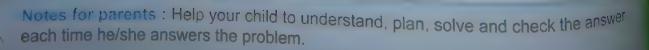
Amgad has 17 toys, he sold some of them and the left with him is 8.

How many toys did Amgad sell?

Ahmed has 13 pencils.

He gave away 9 of them.

How many pencils does he have now?



87-89

icker

Counting forward by tens - Money



Outcomes

Students will:

- Count by ones and tens starting at any number.
- Apply strategies to add 1 L.E., 5 L.E., 10 L.E., 20 L.E. and 50 L.E. notes within 100 L.E.
- Add two-digit and one-digit numbers.

Key vocabulary

- Addition.
- Running total.
- Subtraction.
- Unknown.

Counting forward by tens

Start on 1 on the hundred chart. Count forward by tens.

10	<u>(1</u>	2	3	4	5	6	7	8	9	10
mor 10	<u>→</u> 11	12	13	14	15	16	17	18	19	20
more 10	- 21	22	23	24	25	26	27	28	29	30
more 10	31	32	33	34	35	36	37	38	39	40
more 10	41	42	43	44	45	46	47	48	49	50
more 10	51	52	53	54	55	56	57	58	59	60
more 10	61	62	63	64	65	66	67	68	69	70
more :	71	72	73	74	75	76	77	78	79	80
more;	81	82	83	84	85	86	87	88	8	
more	~91	92	93	94	95	96	97	98	* * * * * * * * * * * * * * * * * * * *	176

Start on 2. Count forward by tens.

12, 22, (32, 42, 52, (62), 72, 82, 92



What the student had learned at school

The student course forward by 10 start any number with 100.

Activities at home

Say any number as than 10. Ask your child to start on the number and count forward by tens.



Calendar (Daily routine):

Ask your child to name the days of week and divide into days he/she goes to school and days, he/she does not go to school and not go to school

Start on the given number. Count forward by tens. Write the number you say. start on 6. · Use the hundred chart if you need. start on 4. las Start on 7. ed ling nin SS Start on 3 Start on 5. Chapter 3 Lessons 87-89 117

Money

5 L.E.



Front



Back

20 L.E.



Front



Back

50 L.E.



Back

Front



What the student has learned at school:

The student recognized 5 L.E., 20 L.E. and 50 L.E. notes.

Activities at home

Help your child count some groups of money and tell the value of each group.

counting money

: has

ne:

ps I the up.

Chapter 3 Lessons 87-89 (119)



Join.













50 pounds









Write the amount of money.



25 L.E.



L.E.

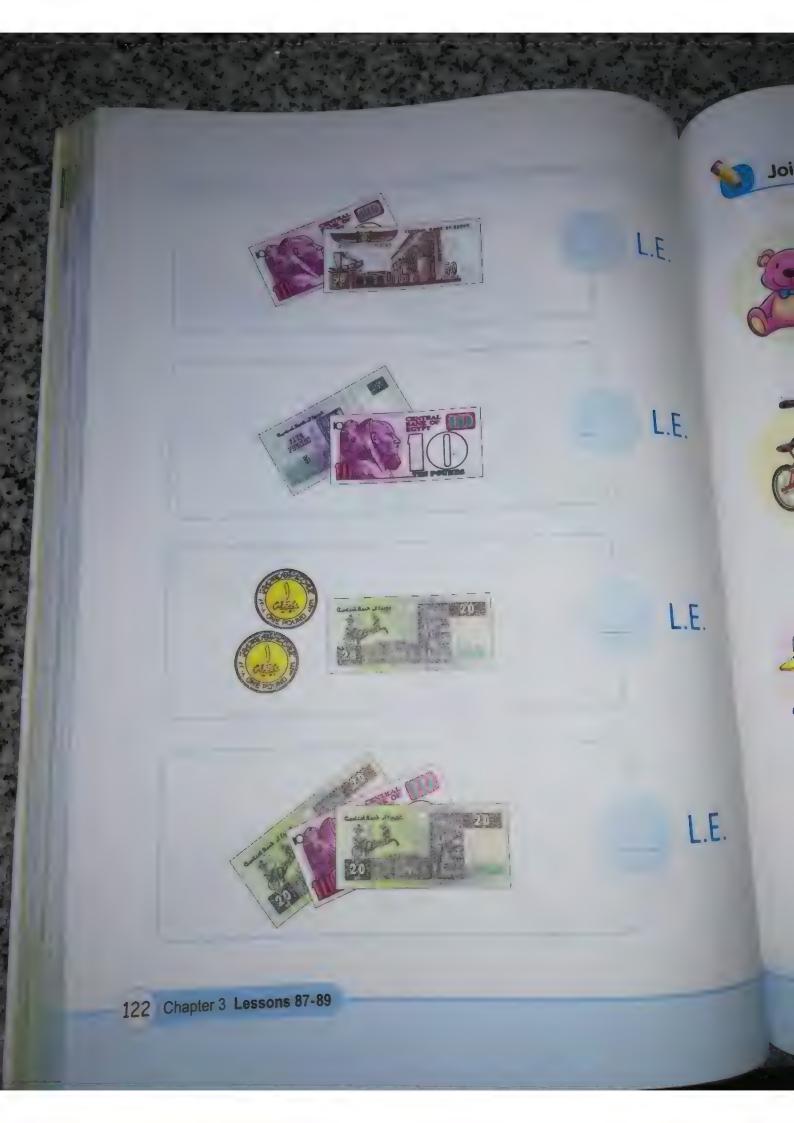


L.E.



L.E.

Chapter 3 Lessons 87-89 (121)



Join each item to its price. @ 22 L.E. L.E. L.E. 9 78 L.E. E. Chapter 3 Lessons 87-89 (123)



Join the equal amounts of money.















- Counting forward by tens
- Money (10 L.E., 20 L.E.)



ount forward by tens. Write the numbers.

- 13
- 18
- 47

Write the price of each item.















Notes for parents: Ask your child to explain how to use the hundred chart to count by tens.



- Counting forward by tens
- Money (5 L.E. , 50 L.E.)



Circle the number that comes next.

•	6	, 16	9	26	7			
*	25	, 35	,	45	,	55	,	
ů.	57	67	4	77	,	87	,	

36 or 46

50 or 65

79 or 97

Circle the correct one.



55 L.E.

45 L.E.



90 L.E.

or

80 L.E

r 46

r 65

op

Counting money within 100 L.E.

icle sum of 50 L.E.

20 L.E. 10 L.E. 20 L.E. 5 L.E. 20 L.E. 5 L.E.

icle sum of 75 L.E.

20 L.E. 50 L.E. 10 L.E. 5 L.E. 5 L.E.

ircle sum of 100 L.E.

50 L.E. 20 L.E. 20 L.E. 5 L.E. 5 L.E. 10 L.E.

circle sum of 10 L.E.

50 L.E. 5 L.E. 10 L.E. 20 L.E.

90

Counting backward by ones and tens - Money



Outcomes

Students will:

- Subtract amounts of money within 100 LF
- Subtract one-digitaria two-digit numbers
- Count backward by ones and tens starters at any number.
 - Apply strategies to add amount of more, within 100 Egypt.or pounds.

Key vocabulary

- Addition.
- Running total
- Subtraction.
- Unknown.

ounting buckward by one

Start on 100 on the hundred chart. Count backward by ones.

									-116	3.
		2	3	4	5	6	7	8	6	
	. 4	12	13	14	15	16	17	18		10
	11	22	23	24	25	26	27			20
ı	21		33	34	35			28	29	30
I	31	32				36	37	38	39	40
	11	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60
	61	62	63	64	65	66	67	68	69	70
	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100
) }	*			pi.					A
	1	s le	ss les	SS ·		1 iss u	ess	1 less	1 less	less
	less less less									





What the student has learned at school:

The student counted backward by ones starting from 100 to 0

Activities at home:

Say any number that is not greater than 100. Ask your child to start on that number and count backward by ones.

Calendar (Daily routine):

Compare how many days are in the current month and how many were in the previous month

Start on 90. Count backward by ones.

89), 88, 87, 86, 85, 84, 83, 82, 81,...



Start on the given number. Count backward by ones. Write the number you say. The Both minimum or good or

Start on 70.

Start on 55.

Start on 45.

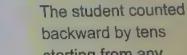
- Start on 33.

Start on 12.

need.

start on 100 on the hundred chart. Count backward by tel

								20,700	
	2	3	4	5	6	7	8	9 '	
1	1 12	13	14	15	16	•			10
1.2"	22	23	24	25	26				20 Less
	1000	Ţ -	_					_	30 Viless
31	32	33	34	35	36	37	38	39	40 Less
41	42	43	44	45	46	47	48	49	50 tess
51	52	53		55					,
61	62	63	64	65	66	67	68	69	70 viless
71	72	73	74	75	76	77	78	79	80 10 less
81	82	83	84	85	86	87	88	89	90 tess
91	92	93	94	95	96	97	98	99	100 less



starting from any number

Activities at home:

Say any number that is not greater than 100. Ask your child to start on that number and count backward by tens.

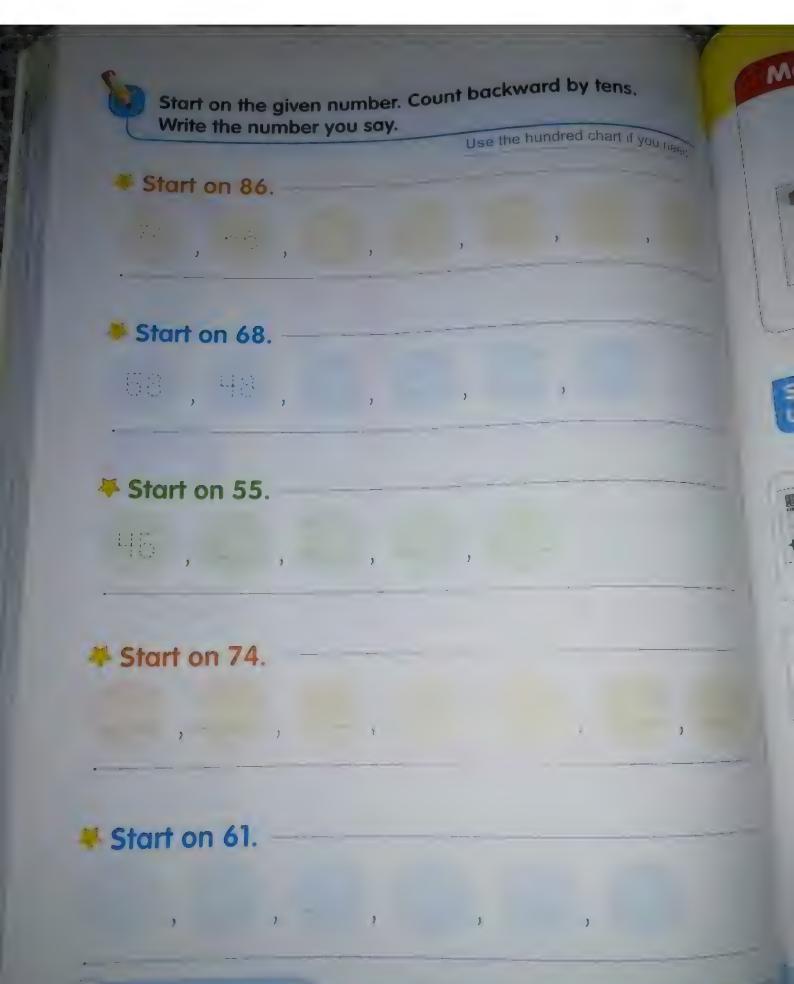
Start on 90. Count backward by tens.

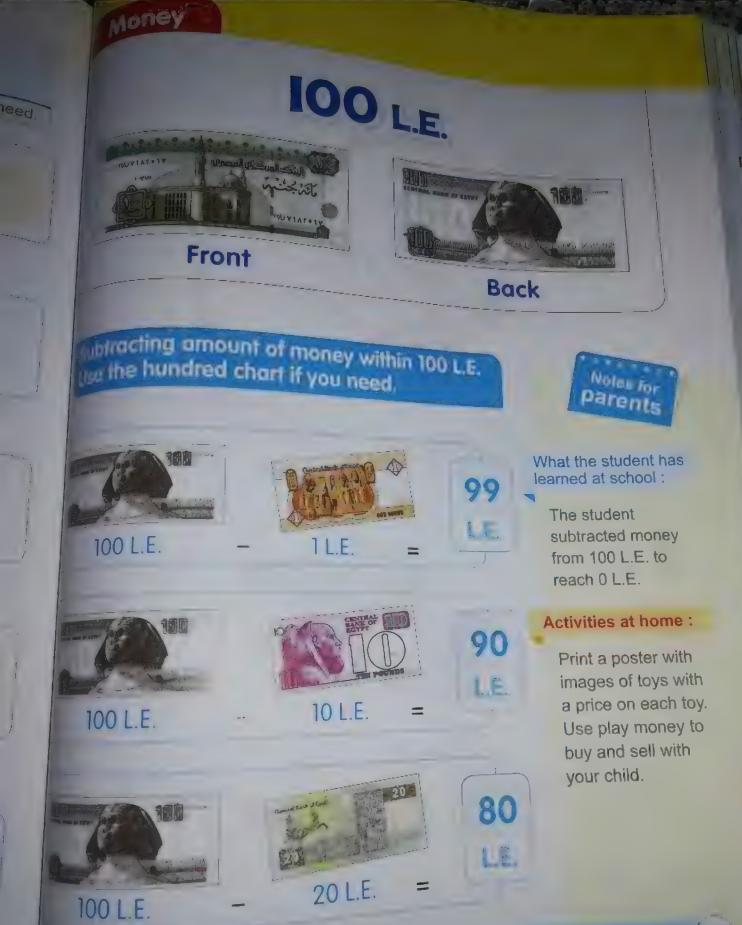
88, 78, 68, 58, 48, 38, 28, 18, 8

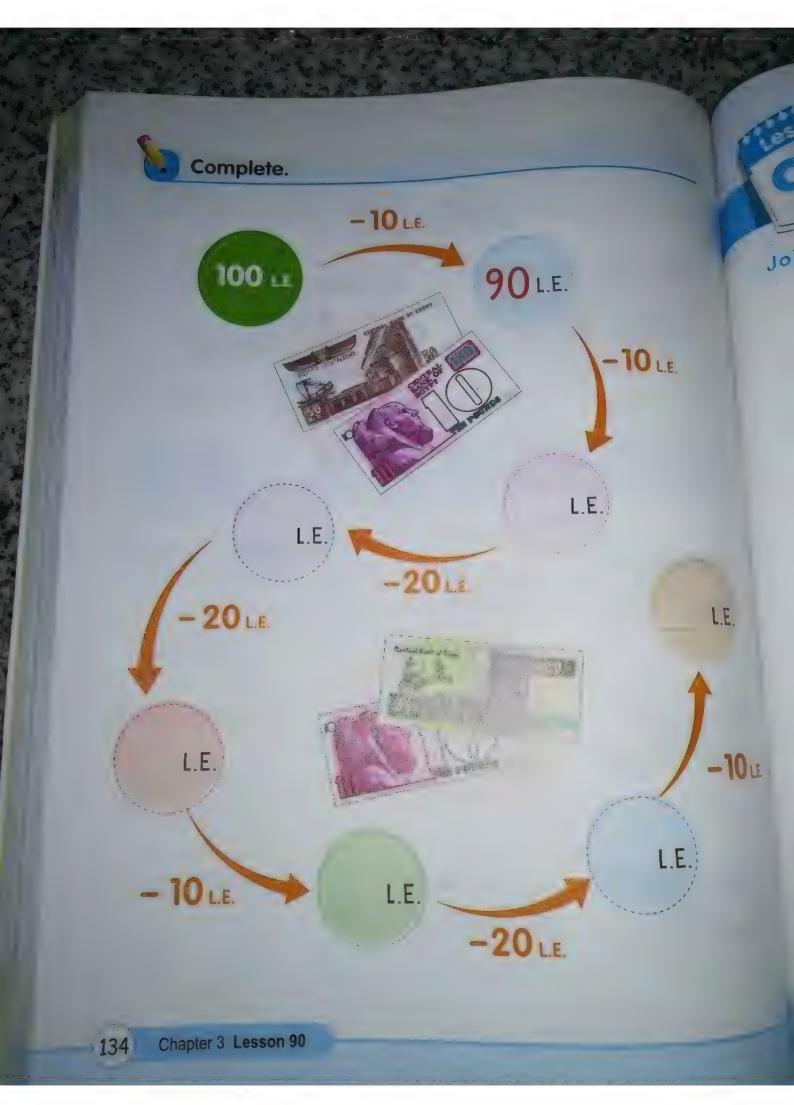




What the student has learned at school:









Counting backward by ones and tens
 Subtracting money



40 L.E. - 10 L.E.

100 L.E. - 20 L.E.

73 L.E. - 1 L.E.

50 L.E. - 10 L.E.

82 L.E. - 20 L.E.

40 L.E.

72 L.E.

30 L.E.

80 L.E.

62 L.E.

Complete:

L.E.

L.E.

83

50

40

30

\$ 67

47

Corner



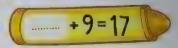
Complete the following, then color according to the missing number.







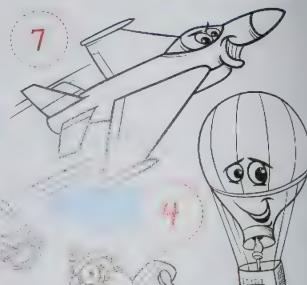
















Play Money



















- Help your child to cut each money note in the two pages. • Tell your child to imagine he/she is shopping at a store and let him/her buy his/her toys at the
- toys at home after you say the price of each one.







SU

Progress Chart

This chart lists all the outcomes of this chapter. your child has learned each outcomes of this chapter.

Subtract multiples of 10 from multiples of 10

Apply place value concepts to solve subtraction problems.

Apply strategies to solve addition story problems

solve addition problems to find an unknown quantity.

Apply strategies to solve subtraction story problems

Solve subtraction problems to find an unknown quantity.

Count by ones and tens starting at any number.

Apply strategies to add 1 L.E., 5 L.E., 10 L.E., 20 L.E. and 50 L.E. notes within 100 L.E.

Add two-digit and one-digit numbers.

Subtract amounts of money within 100 L.E.

Subtract one-digit and two-digit numbers.

Count backward by ones and tens starting at any number.

Apply strategies to add amount of money within 100 Egyptian pounds.







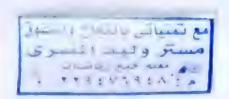












CHAPTER





Lessons 91-92: Subtracting multiples of 10 from two-digit numbers -

Two-dimensional shapes (2D shapes)

Lessons 93-95: Adding multiples of 10 to two-digit numbers -

Three-dimensional shapes (3D shapes)

Lessons 96-97: Half - Quarter (one fourth)

Lessons 98-100: Decomposing a number within 10 into two parts

Lessons

91-92

- Subtracting multiples of 10 from two-digit numbers
- Two-dimensional shapes (2D shapes)



Students will:

- Apply place value concepts to solve a subtraction problem.
- Identify and illustrate examples of circles, rectangles, squares and triangles.
- Build and draw two-dimensional shapes.
- Identify the attributes of circles, rectangles, squares and triangles

Key vocabulary

- Attribute
- Triangle
- Square
- Rectangle

- Circle

- Side

- Corner

Subtracting multiples of 10 from two-digit numbers

Subtract

84 - 50

First way

84



Take 5 tens out of 8 tens and 4 ones



34

Second way

8	4
0	-

50

34

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34=	35	36	37	38	39	40
41	42	43	444	45	46	47	48	49	50
51	52	53	544	55	56	57	58	59	60
61	62	63	644	65	66	67	68	69	70
71	72	73	74-	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Start at 84
and move up 5 rows
because each row is 10
You will reach the
number 34



What the student has learned at school:

The student learned how to subtract multiples of 10 from 2-digit numbers.

Activities at home:

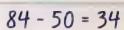
Give your child an amount of money contains some tens notes and some pounds less than 10 and ask him/her to give you 10 or 20 or 30, ... and count the remainder.



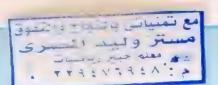
Third way

	tens	ones
	8	4
-	5	0
3-5)	3	4

- Line up the tens and the ones of the two numbers.
- Subtract the ones column first, then the tens column.



(4-0)







35 - 20

35

20

15

35 - 20 = 15

59 - 10

59

10

59 - 10=

74 - 50

81 - 60

93 - 30

67 - 60

43 - 30

99 - 70

72 - 10

Two-dimensional shapes (2D shapes)



This is a square







This is a rectangle



What the student has learned at school:

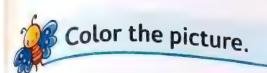
The student recognized triangle rectangle, square and circle.

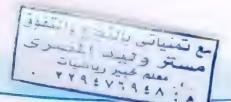
Activities at home

Help your child to draw triangle, rectangle, square and circle using clay.



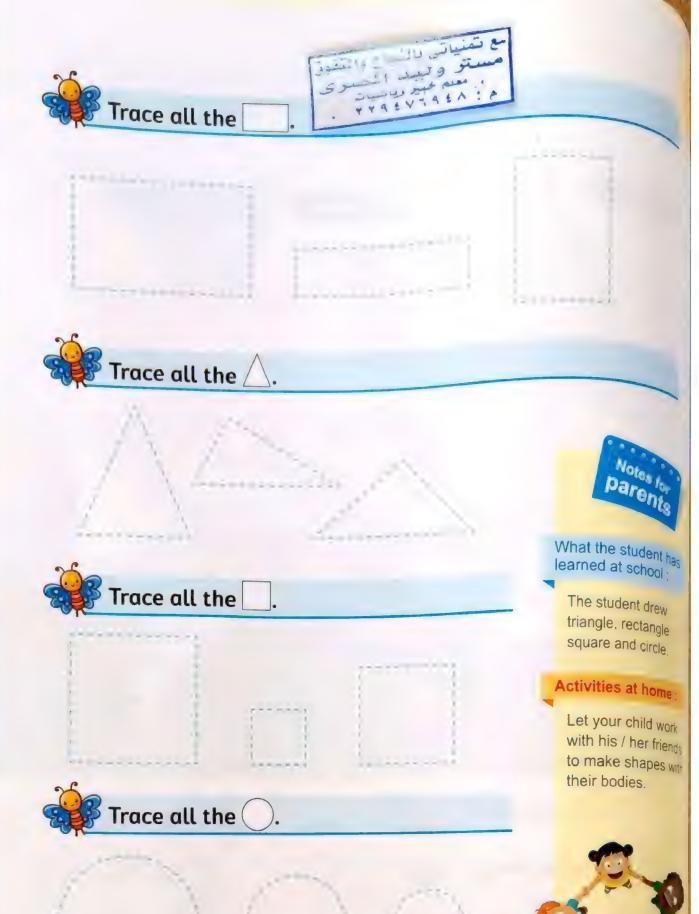








- How many squares
- 🦊 How many triangles 🛕 ?
- 🦊 How many circles 🦲
- How many rectangles



shapes in our life

Square



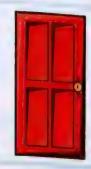






Rectangle









Triangle









What the student has learned at school:

The student identified examples for two-dimensional shapes in his / her life.

Activities at home:

Help your child to find triangular, squared, rectangular, circular objects around home.

Circle



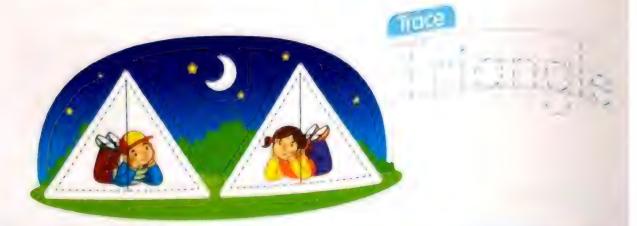








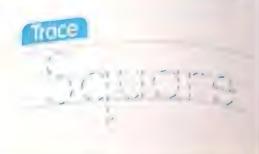
Trace the triangles to make tents.





Trace the squares to make presents.







Trace the rectangles to make doors.







Trace the circles to make the car's wheels.





Identifying sides









Use to trace each side. Write how many sides in each shape.





Triangle has 3 sides.



sides



Square has 4 sides equal in length.

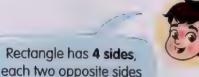
are equal in length.

curved line.



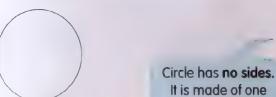
sides







sides



sides



What the student has learned at school:

The student knew the concept of the side. He/she count the number of sides of each of triangle, rectangle, square and circle.

Activities at home:

On a paper draw triangle, square, rectangle and circle. Ask your child place a rope along the circle and straws along the sides of the rest shapes.

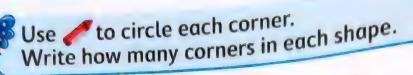


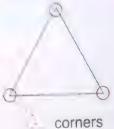
Identifying corners



This is one corner of a triangle.

Each two sides meet at a corner





Triangle has 3 corners.



Mhat the stur

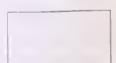


Square has 4 corners.



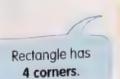
What the student has learned at school:

The student counted the number of corners of triangle, rectangle, square and circle.



corners

corners





Activities at home

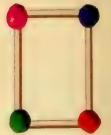
Invite your child to use straws and clay to build his/her own triangles, rectangles and squares.



corners



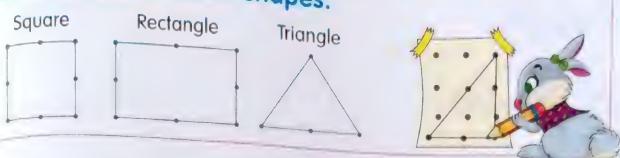
Circle has no corners.



Draw shapes







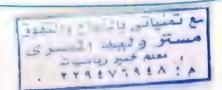


Lesson

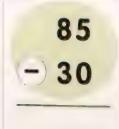
91

- Subtracting multiples of 10
- Two-dimensional shapes

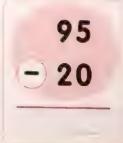


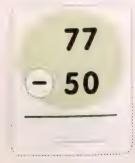


Subtract.





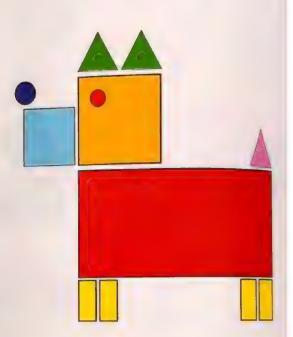


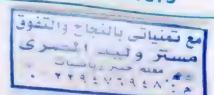




Look and count.

- How many squares?
- How many triangles?
- How many circles?
- How many rectangles?







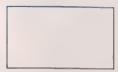
subtract.

$$48 - 30 =$$

$$73 - 20 =$$

$$85 - 80 =$$

Complete each of the following.



- Number of sides is
- Number of corners is



- Number of sides is
- Number of corners is



- Number of sides is
- Number of corners is _

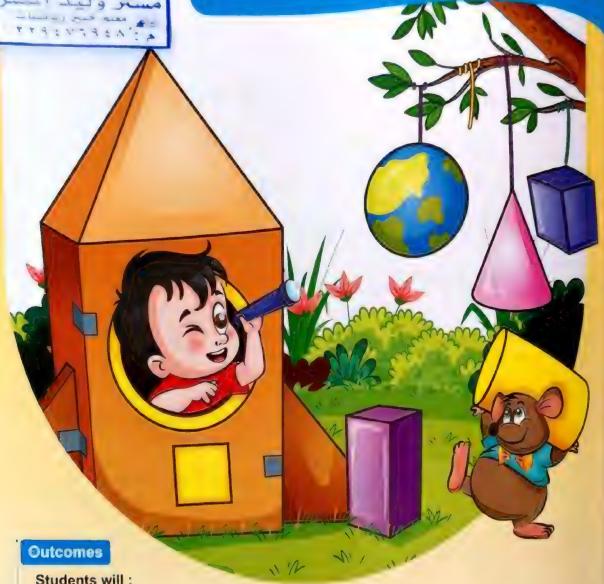


- Number of sides is
- Number of corners is

Lessons

93-95

- Adding multiples of 10 to two-digit numbers
- Three-dimensional shapes (3D shapes)



Students will:

- Apply place value concepts to solve an addition problem.
- Identify three-dimensional shapes : square-based pyramid, rectangular prism (cuboid), cube, sphere, cone, cylinder.
- Identify two-dimensional shapes within three-dimensional shapes.
- Identify examples of three dimensional shapes in the real life.
- compose two-dimensional shapes to create three dimensional shapes.

Key vocabulary

- Attribute
- Rectangular prism (cuboid)
- Cube
- Cone
- Cylinder

- Edge
- Flat

- Square-based pyramid
- Sphere
- Side

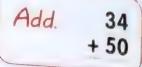
160 Circle

- Face

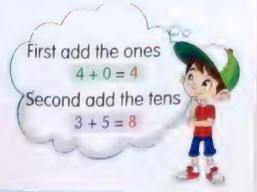
- Corner - Solid

Adding multiples of 10 to two-digit numbers

First way



	tens	ones
	3	4
+	5	0
	8	4



34 + 50 = 84

Second way

Start at 34 and move down 5 rows because each row is 10. You will reach the number 84.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





What the student has learned at school:

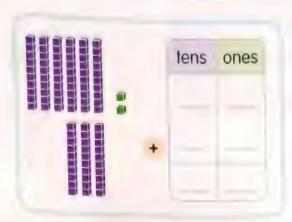
The student added multiples of 10 to two-digit numbers.

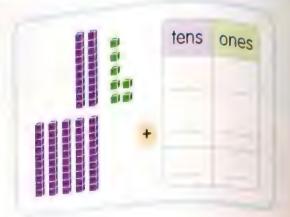
Activities at home:

Give your child a two-digit number and ask him/her to add 10, 20, 30, 40, 50, to this number.











$$35 + 20$$

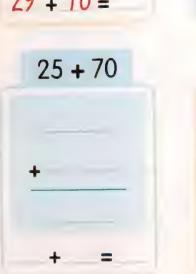
$$35 + 20$$

$$-55$$

$$35 + 20 = 55$$

31 + 40









Three-dimensional shapes (3D shapes or solids)



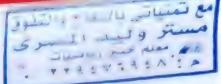














What the student has learned at school:

The student recognized cube. cuboid, sphere, cone. cylinder and square-based pyramid. These shapes are called three-dimensional shapes (3D shapes) because they have 3 dimensions (length, width and height).

Activities at home:

Find objects at home that are shaped like the solids in this page.







Calendar (Daily routine):

- Ask your child questions as:
- What is the day that comes after Monday?
- What is the month that comes before February?





Cube

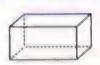








Rectangular prism (Cuboid)









Square-based pyramid









Cylinder









Cone









Sphere



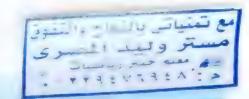




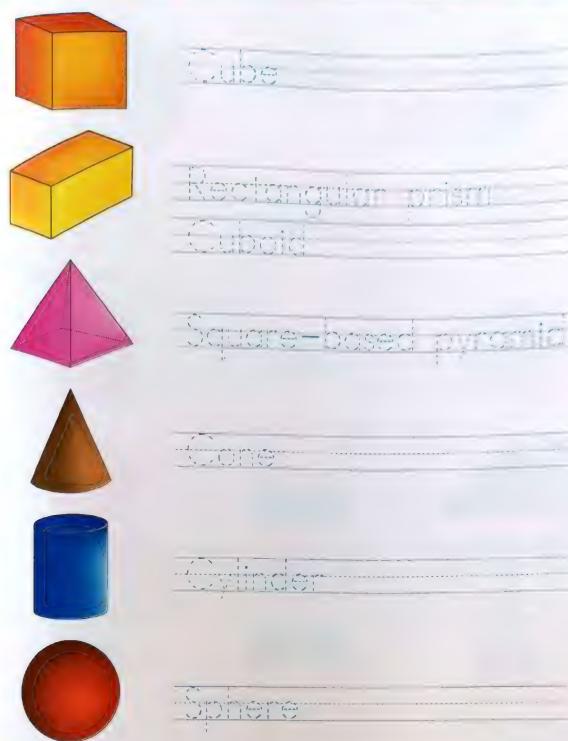


Hint for parents:

Identify more examples of three-dimensional shapes in our life.

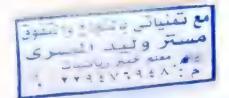


Trace the name of each solid.

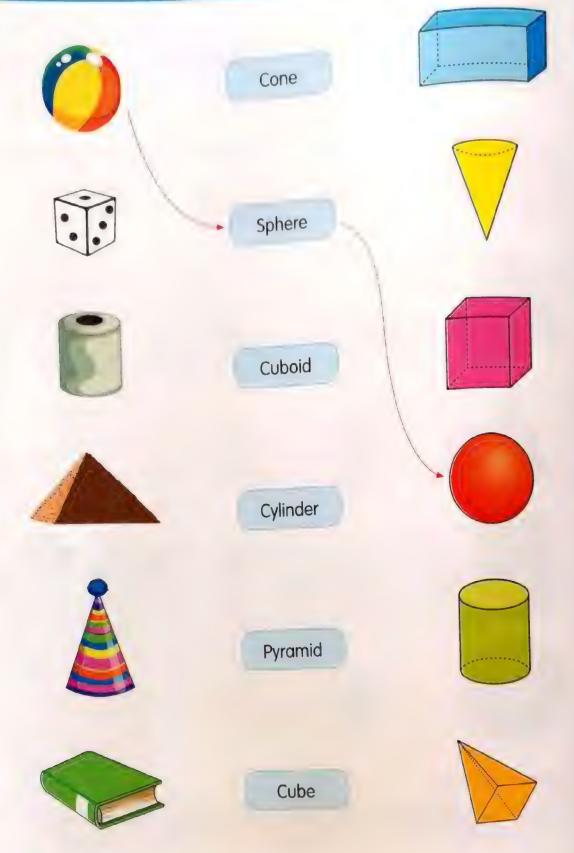


Hint for parents:

Your child should understand the difference between cubes and rectangular prisms as they understand the difference between squares and rectangles.

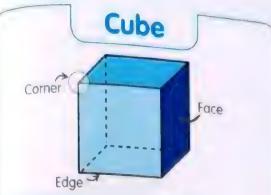


Join each shape with its name.



pescribing solids





The cube has:

- 8 corners.
- 12 edges.
- 6 flat faces.
 - Each face is a square.
 - All faces have the same size.

Rectangular prism (Cuboid)



The rectangular prism has

- 8 corners.
- 12 edges.
- 6 flat faces.
 - Each face is a rectangle or a square.
 - Each two opposite faces have the same size.

Square-based pyramid



The square-based pyramid has:

- 4 corners.
- a pointy top.
- 8 edges.
- 1 square flat face (base).
- 4 triangular flat faces.



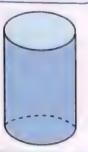
What the student has learned at school:

The student studied the properties of solids and described each one.

Activities at home:

Find objects like the solids in this page.
Ask your child to count the faces, edges and corners of each one.

Cylinder



The cylinder has:

- No corners.
- No edges.
- 2 circular flat faces (bases).
- 1 curved face.

Cone



The cone has:

- No corners.
- a pointy top.
- No edges.
- 1 circular flat face (base).
- 1 curved face.

Sphere



The sphere has:

- No corners.
- No edges.
- 1 curved face.

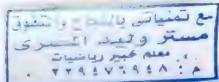


What the student has learned at school:

The student recognized that some solids have curved faces.

Activities at home:

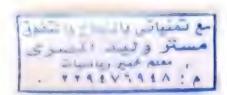
Find objects that are shaped like these solids, let your child try to roll each one.





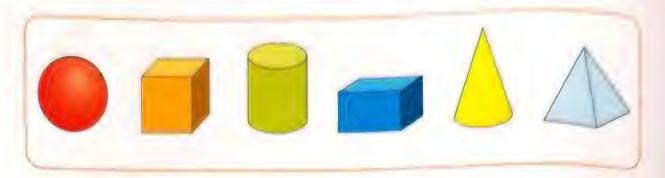
Name each solid and write the missing numbers.

Solid	Name	Corners	Edges	Flat faces	Curved face	Has a pointy top?
	CUDE	Ĉ.	2.	0	0	Mo
				8.2		
						Yes
			()	-		



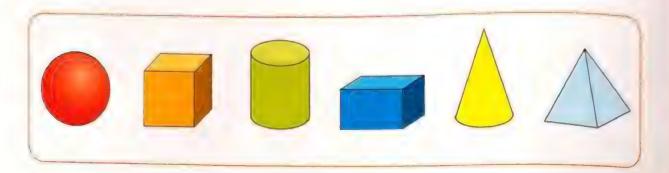


Circle each solid with only a curved face.



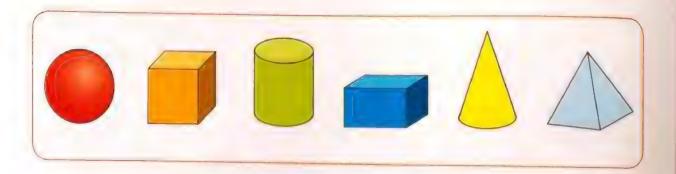


Circle each solid with only flat faces.





Circle each solid with both curved and flat faces.





Circle the correct one.

مع تمنیاتی بالنجاء ، کننوق مستر ولید المدسری معلم حبر ریاسیات م: ۸ : ۸ : ۲ ۲ ۹ : ۲ ۲ ۲ :

How many faces of a cube?

4

6

8

How many corners of a rectangular prism?

12

6

8

What is the shape of the base of a cone?

square

triangle

circle

What is the shape of each face of a cube?

rectangle

square

triangle

How many circular bases of a cylinder?

1

2

3

the How many corners of a sphere?

0

1

2

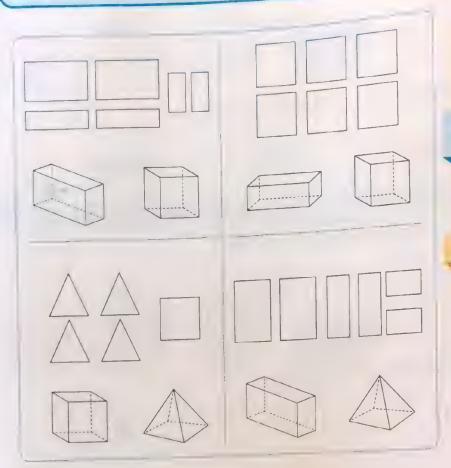
Plane shapes on solids

Each 3D shape is made up of 2D shapes.





Look at the faces on the solid figure. Circle the solid you can use to trace the faces.





What the student has learned at school

The student used 3D shapes to draw 2D shapes.

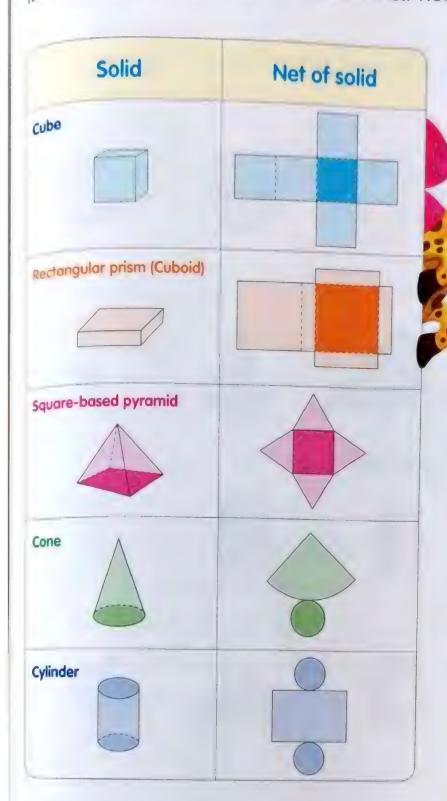
Activities at home:

Gather some objects that are solids, such as a box and a can. Have your child place each one on a sheet of paper, trace the faces and name the shape hel she drew.

Nets of solids



You can use cardboard and glue to make many solids, the following table shows solids and their nets:





What the student has learned at school:

The student formed 3D shapes using the net of each solid.

Activities at home:

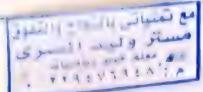
Help your child to fold the net of solids with this book to form 3D shapes.

Lesson

93

Three-dimensional shapes





Cross out the item that does not belong in each row.

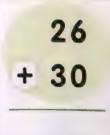


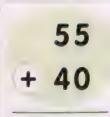
Notes for parents: Ask your child to find a box, a ball and a can, and then tell how they are alike and how they are different.

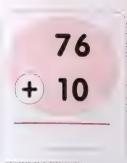
- Adding multiples of 10
- Describing solids



Add.



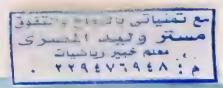






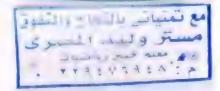
Complete.

- The base of the cone is in the shape of
- The number of corners of the cylinder =
- The number of edges of a cube =
- The number of corners of a cuboid = ___
- Each face of the faces of the cube is a
- The number of faces of a cuboid =



- Adding multiples of 10
- Plane shapes on solids



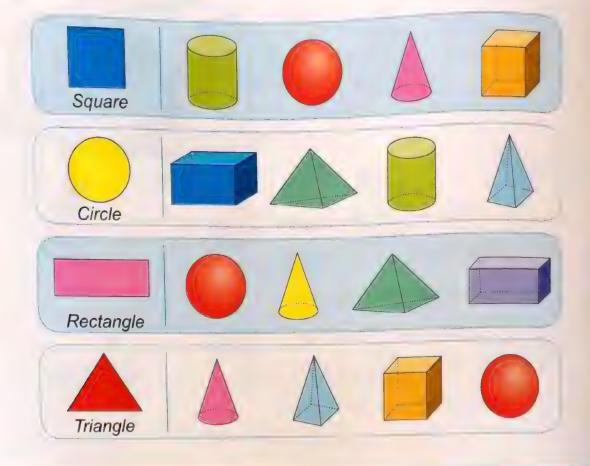


Add.

$$22 + 50 =$$

$$65 + 30 =$$

Circle the solid in which you can see the given shape.



Lessons

96-97



Half-Quarter (one fourth)



- Divide a circle/rectangle into two and four equal shares.
- Describe equal shares of a circle/rectangle as halves and fourths (quarters) of the whole shape.
- Identify how many equal shares of a circle/rectangle makes a whole.
- Explain that decomposing circles/ rectangles into equal shares creates smaller shares.

Key vocabulary

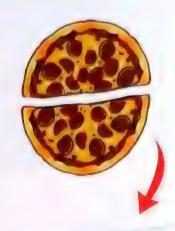
- Circle
- Rectangle
- Equal
- Halves

- Fourths
- Quarters
- Parts
- Whole

مع تمنیاتی دارد استوی مستو و تعدد ۱: سوی ، معم خمیر دیاستان م : ۸ ؛ ۸ ؛ ۲ ، ۷ ؛ ۲ ۲ ،

The half





One whole

2 equal parts

Each part is a half











One whole = 2 halves



What the student has learned at school;

The student folded a circle or a rectangle into two equal parts of the same size and shape. Those parts are called halves.

Activities at home:

Give your child three sheets of paper of different sizes.

Ask him/her to fold each sheet in half and to name each part as one half.

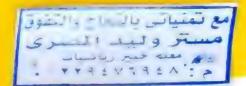
Calendar (Daily routine):

Ask your child questions as:
What was yesterday?

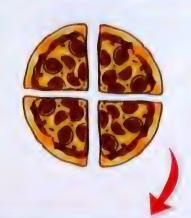




The quarter (one fourth)







One whole

4 equal parts
Each part is a quarter
(one fourth)















One whole = 4 quarters

What the student has learned at school:

The student folded a circle or a rectangle into four equal parts. Those parts are called fourths or quarters.

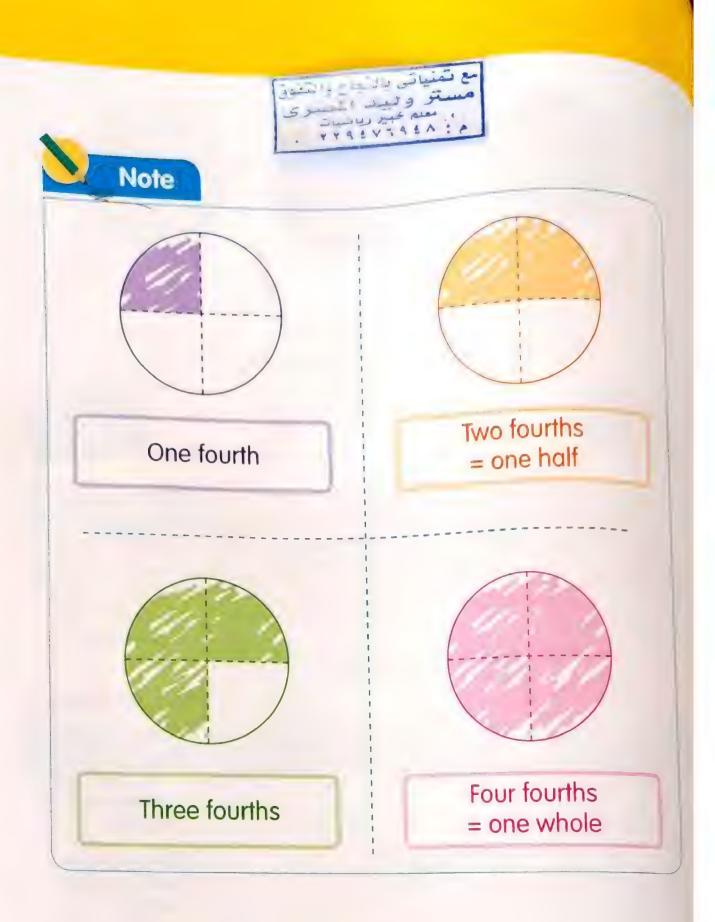


Trace.

Quarter

Activities at home:

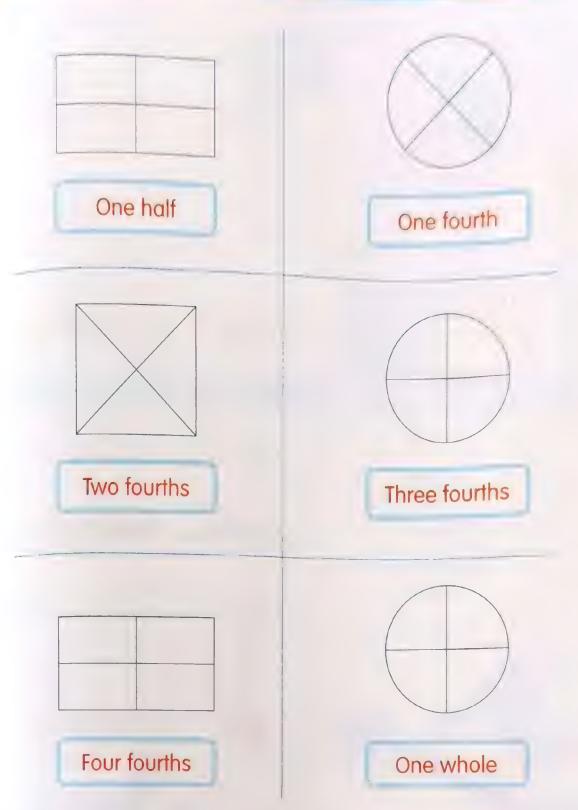
- Invite your child to divide a bread into 4 equal parts and to name each part as one fourth.
- Confirm that one fourth means one quarter.

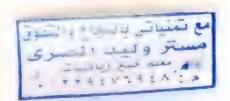




Color according to the required.

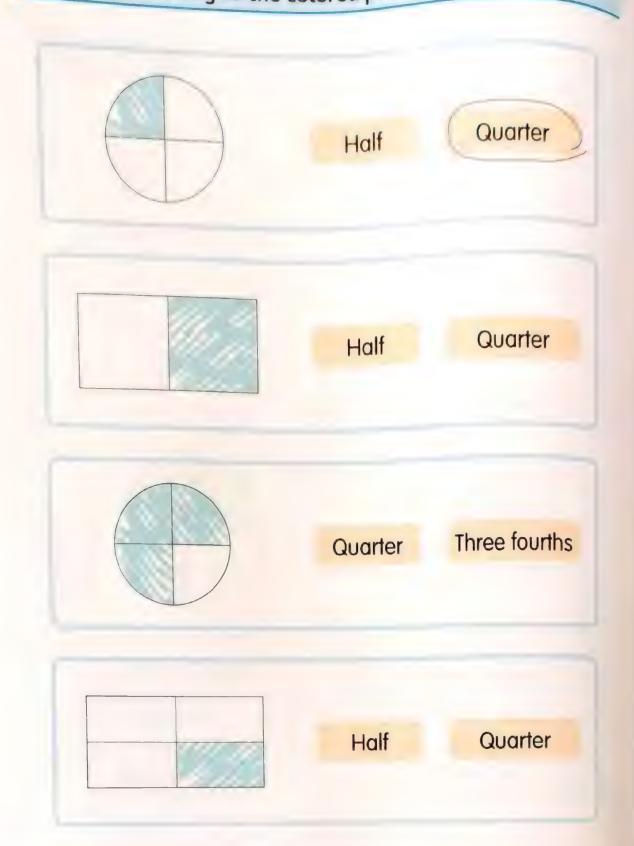






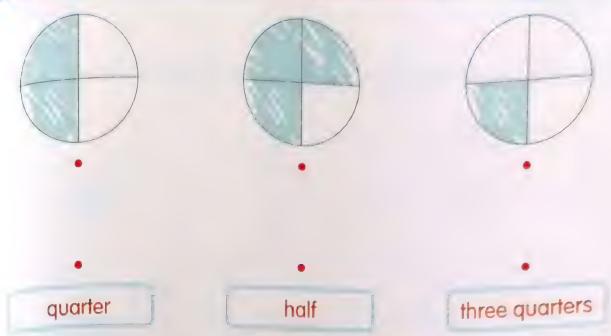


Circle according to the colored part.





Join according to the colored part.





Answer the following questions.

- How many quarters are in a whole one?
- How many halves are in a whole one?
- # How many quarters are in a half?





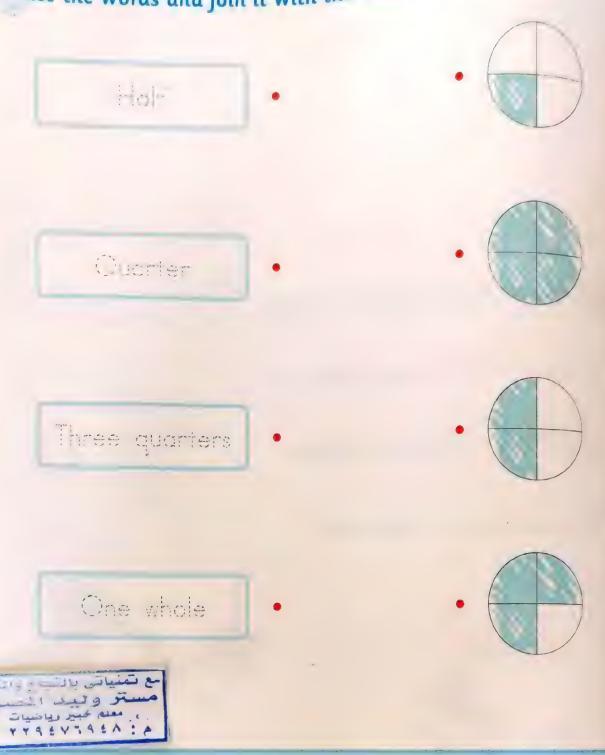
Lesson

96

Half & quarter of a circle



Trace the words and join it with the suitable colored parts.



Half & quarter of a rectangle

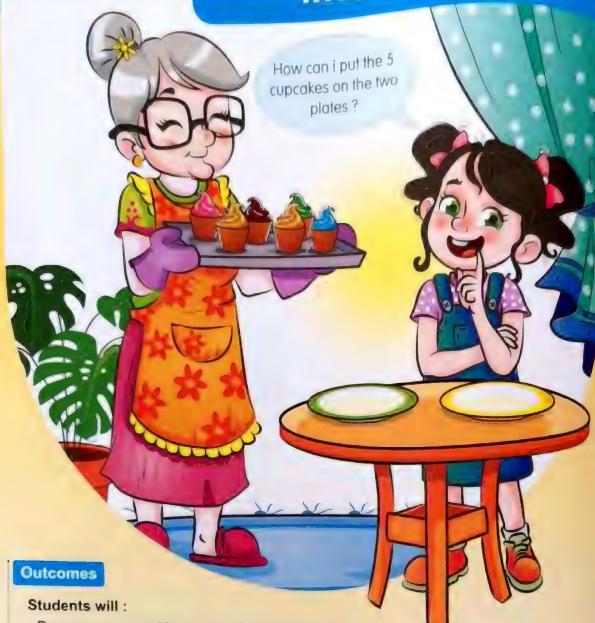


Color the parts of the rectangle according to the required.

One half	One fourth
Two fourths	Three fourths
Four fourths	One whole

Lessons 98-100

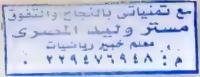
Decomposing a number within 10 into two parts



- Decompose quantities within 10 into two parts.
- Create number bonds to model decomposition.
- Write number sentences to model decomposition.
- Count by ones and tens up to 100.

Key vocabulary

- Decompose
- Number bond
- One hundi



Making number bonds

put 5 cupcakes on two plates





part

5

part

2 and 3 make 5



This is a number bond.

What the student has learned at school.

The student decomposed a number within 10 into two parts using two sided counters

Activities at home

Help your child to use dominoes to make a number within 10.

For example: 5

...

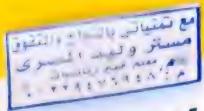


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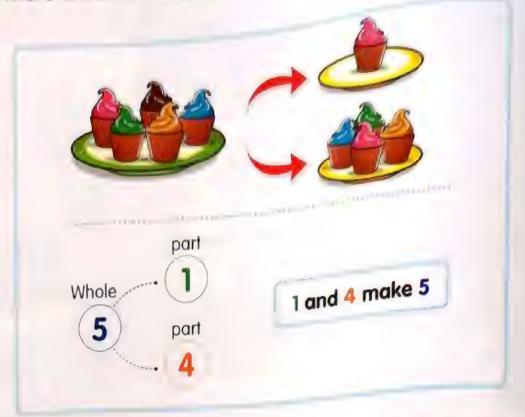
Calendar (Daily routine):

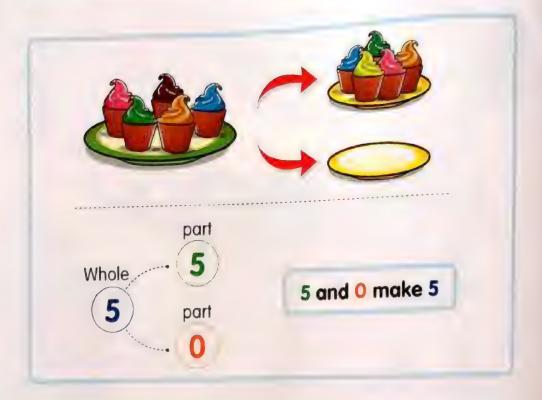
Ask your child to name the months that have number of days less than 31.

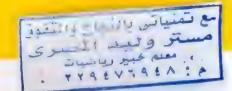


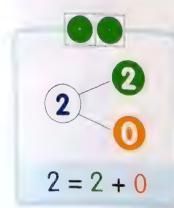


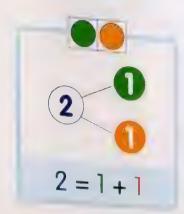
There are other ways to make 5.

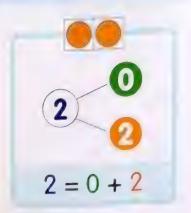






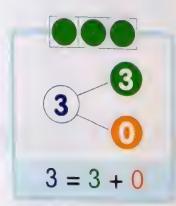


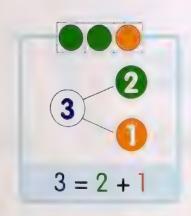


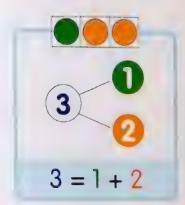


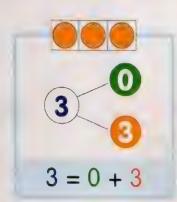
Ways to make





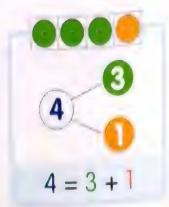


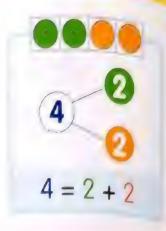


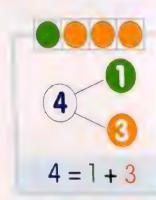


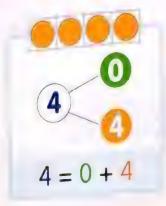
مع تمنياتي والكال العندو ستر وليد السري ، معلم خمیر ریاسات م: ۲۲۹۴۷۳۹۴۸





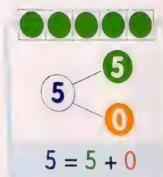


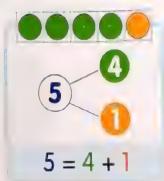


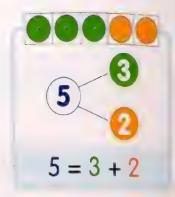


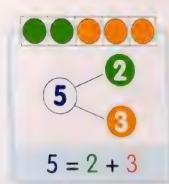


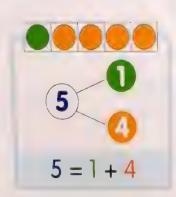


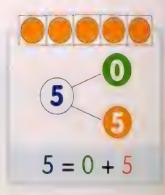


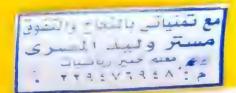


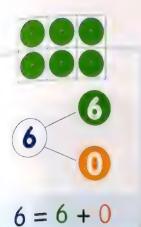


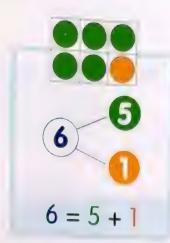


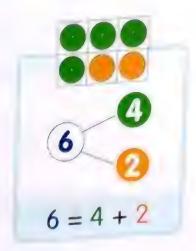


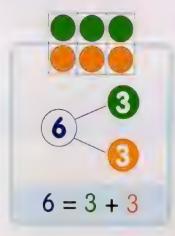


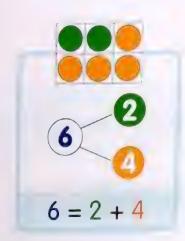


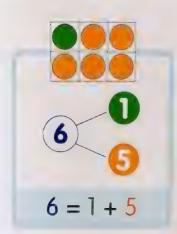


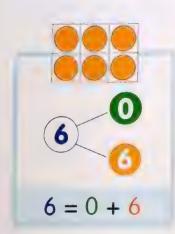




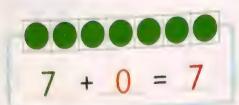










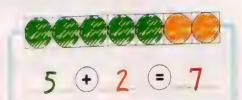


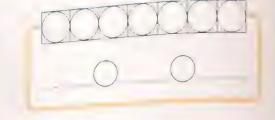
There are many ways to make 7

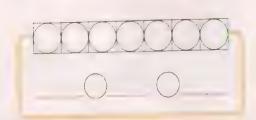


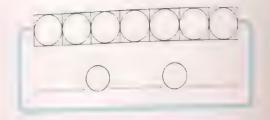


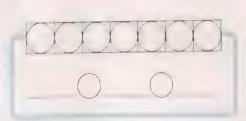
Use and to make 7.
Color. Write the addition sentence.

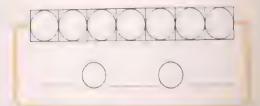
















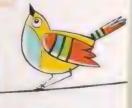
There are many ways you can put 8 into 2 bags.



The same of the sa	A	
		In All
0	8	8
1	7	8
2		
3		
5		
5		
6		
7		
8		



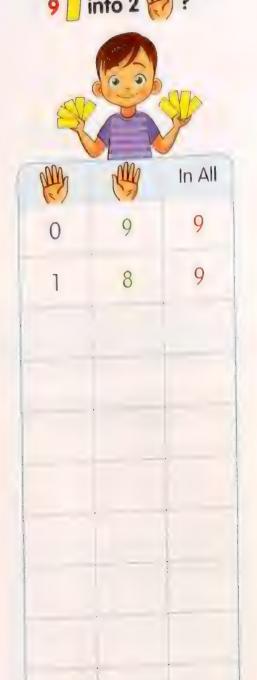
Write the addition sentence.



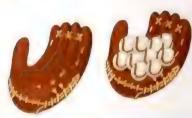
Ways to make and 40



How can you hold 9 into 2 ?



How can you put 10 U into 2 4 ?

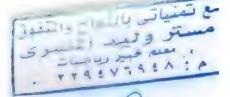


LID.		In All
0	10	10
1	9	10
	,	
		/

Lesson



Decomposing a number within 10 into two parts

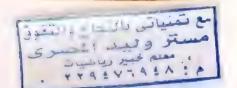




Complete.

Complete.

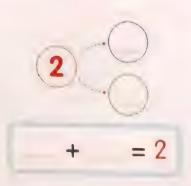
Lesson

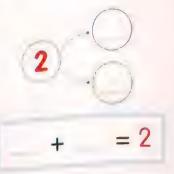


Number bond

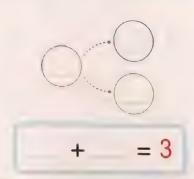


Decompose the number 2 into two parts.



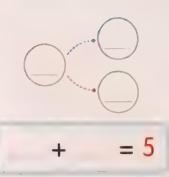


Decompose the number 3 into two parts.

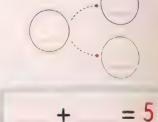




Decompose the number 5 into two parts.

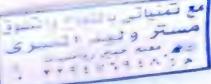














Count in order by tens to draw the path that the boy takes to the store.

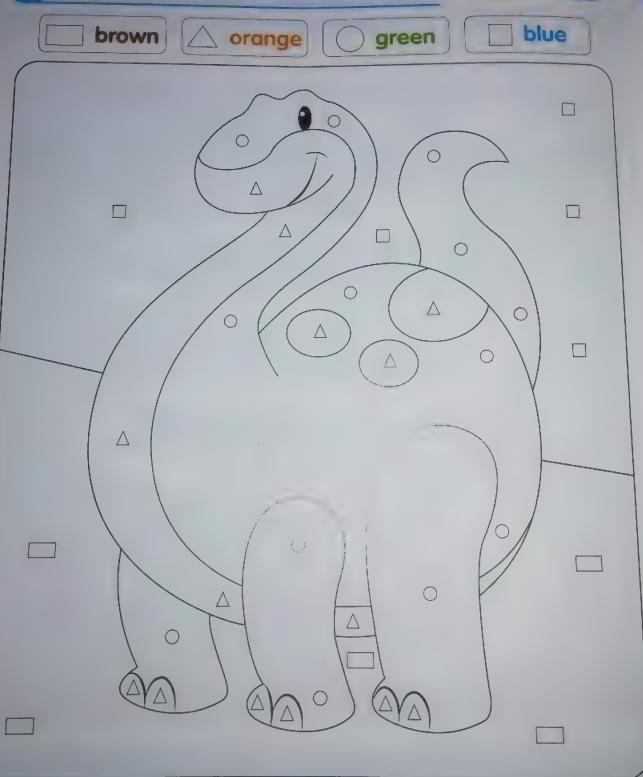


Corner

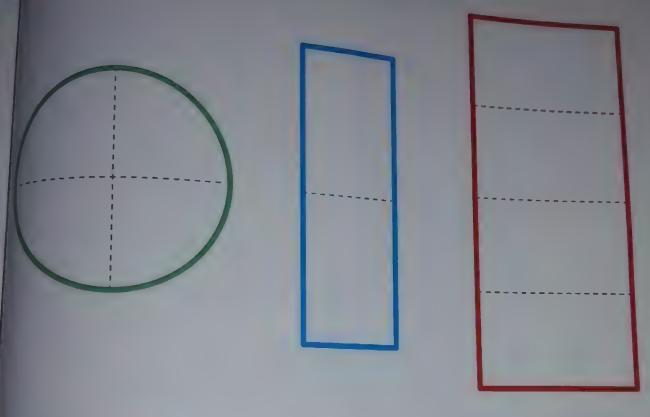


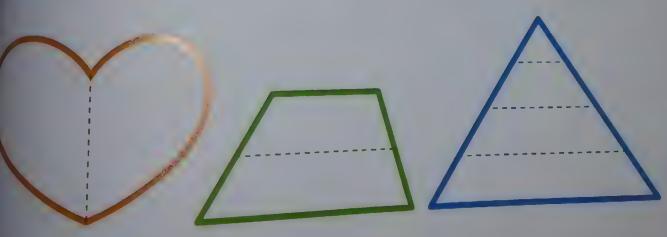


Color the picture.



Equal and Unequal Parts





Cut out each shape along the solid lines. Then fold the shape on the dotted lines.

Do you have equal or unequal parts? Sort the shapes by equal and unequal parts.

once

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Progress Chart

This chart lists all the outcomes of this chapter. gree your child has learned each outcomes of this chapter.

Outcome, stick a star in the correct box below.

Apply place value concepts to solve a subtraction problem.

Identify and illustrate examples of circles, rectangles, squares

Build and draw two-dimensional shapes.

Identify the attributes of circles, rectangles, squares and

Apply place value concepts to solve an addition problem.

Identify three-dimensional shapes: square-based pyramid, rectangular prism (cuboid), cube, sphere, cone, cylinder.

Identify two-dimensional shapes within three-dimensional shapes.

Identify examples of three dimensional shapes in the real life.

Compose two-dimensional shapes to create three-dimensional shapes.

Divide a circle/rectangle into two and four equal shares.

Describe equal shares of a circle/rectangle as halves and fourths (quarters) of the whole shape.

Identify how many shares of a circle/rectangle makes a whole.

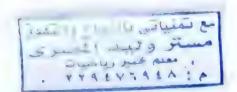
Explain that decomposing circles/ rectangles into equal shares creates smaller shares.

Decompose quantities within 10 into two parts.

Create number bonds to model decomposition.

Write number sentences to model decomposition.

Count by ones and tens to 100.



CHAPTER





Lessons 101-102: Telling time

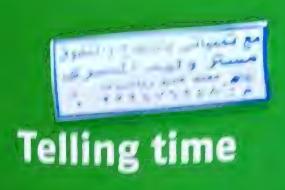
Lessons 103-104: Addition / subtraction games

Lessons 105-106: More money

Lessons 107-110: Make a 10 to add

Lessons

101-102



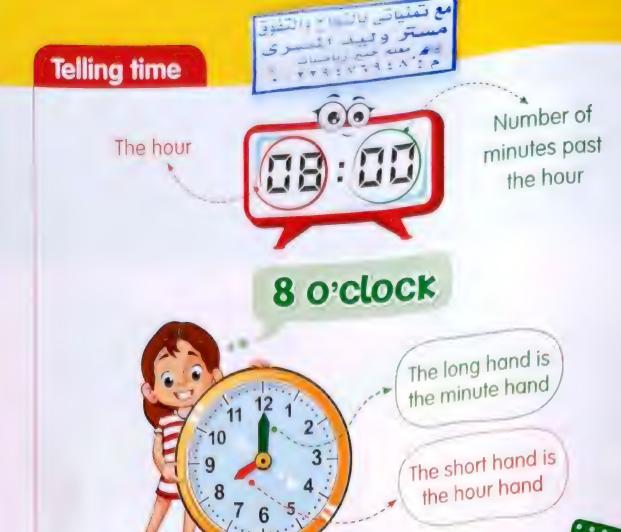


- Identify the times they do daily activities.
- Write times to the hour using analog and digital clocks.
- Tell time to the hour using analog and digital clocks.
- Show time to the hour using analog and digital clocks.

Key vocabulary

- Clock
- Hour hand
- Minute hand
- Hour

- Time
- Analog
- Digital
- O'clock



- When the minute hand points to 12, we say o'clock.
- The hour hand is pointing to 8, it is 8 o'clock.
- Every hour, the minute hand moves at a medium speed around the clock from 12 until it points to 12 again.
- The day is 24 hours.
- If it is in the morning, we say that 8 A.M.
- If it is in the afternoon, we say that 8 P.M.

What the student has learned at school:

The student told the time on an analog and on a digital clock.

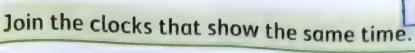
Activities at home:

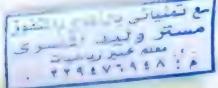
Ask your child to read a clock, to the hour, several times through out the day.

Calendar (Daily routine):

Ask your child to list all the months begin with M.

















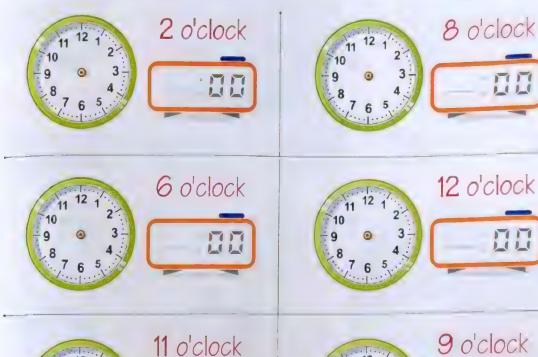




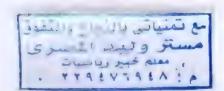




Draw the hour hand on each clock face. Write the time on the digital clock.







Tell the time that you do the following activities.



It is

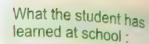
o'clock.



It is

o'clock.





The student identified the times he/she does daily activities.

Activities at home:

Help your child to tell the time of each of his/her daily activities and make a discussion with him/her to arrange his/her time and give a suitable time to each activity.



It is

o'clock.



It is

o'clock.



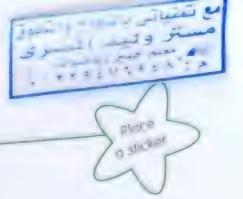
It is

o'clock.





Daily routine

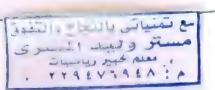


Make your own schedule.



Lesson 102

Telling time





Match the same time.





• It is 10 o'clock.



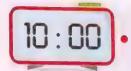


It is 7 o'clock.





It is 5 o'clock.





It is 6 o'clock.

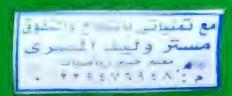




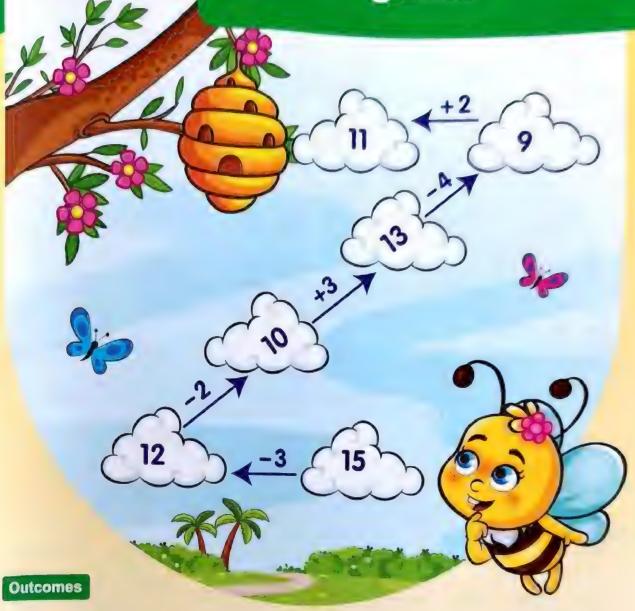
It is 2 o'clock.

Lessons

103-104



Addition / subtraction games



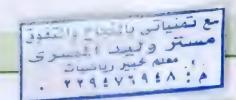
Students will:

- Apply strategies to solve addition and subtraction problems.
- Apply understanding of number patterns to solve problems.

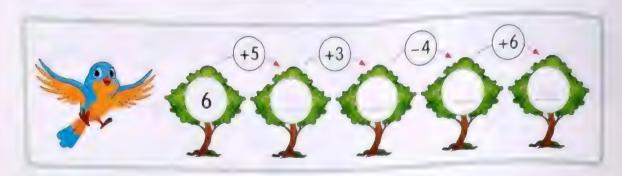
Key vocabulary

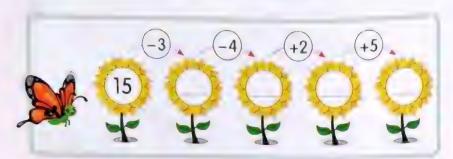
- Addition
- Subtraction
- Counting on
- Mental math

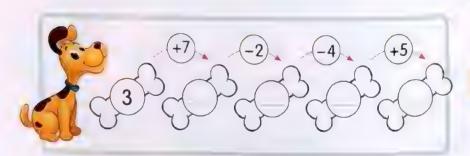
















What the student has learned at school:

The student solved addition and subtraction problems.

Activities at home:

Give your child some addition and subtraction problems in a game supporting him/her to do them accurately and quickly.

Calendar (Daily routine):

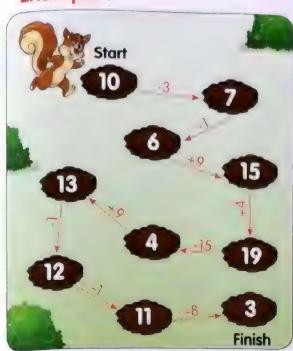
Ask your child to list all days begin with T.





Help the to find new path between the holes using addition and subtraction as in the example.

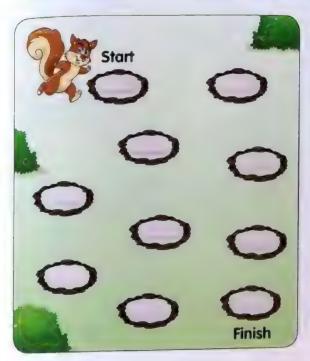
Example:







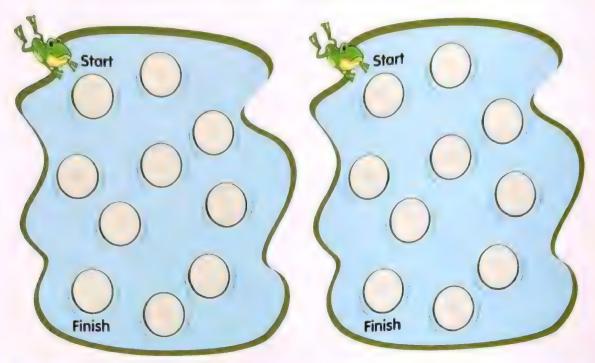
Put 10 numbers between 1 and 20 in each hole, then draw a path for to visit all the holes.





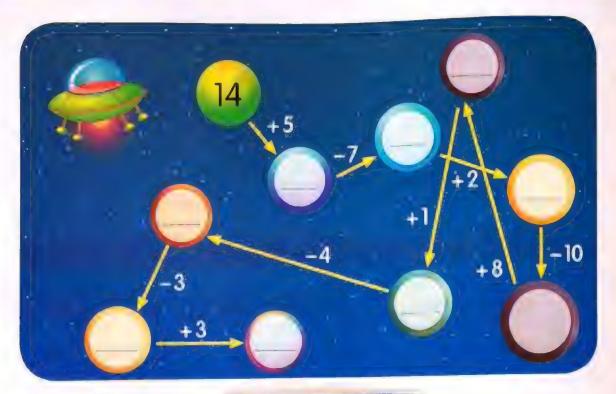


Write 10 numbers between 1 and 20 in the , then help the to jump over all the numbers.





Complete.

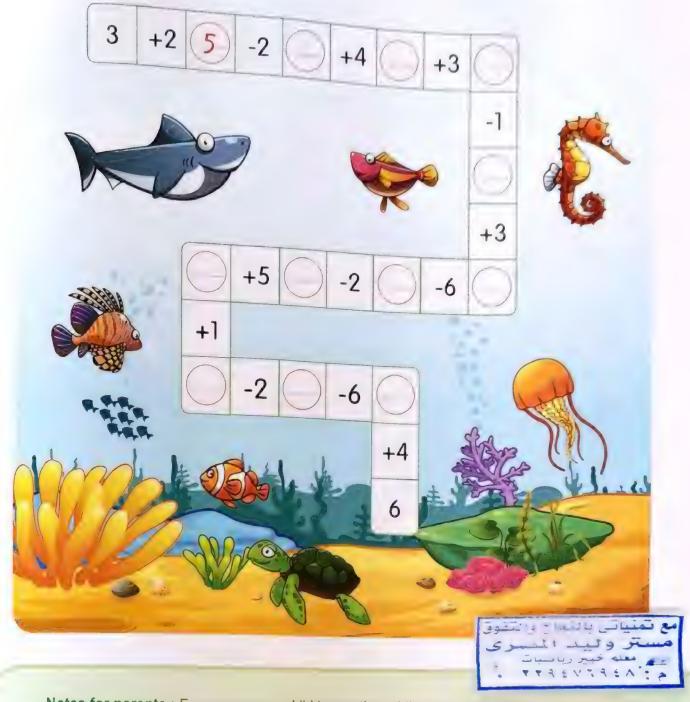




Amazing adding and subtracting

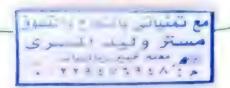


Follow the path around the animals that like water.



Lesson

Addition / subtraction games

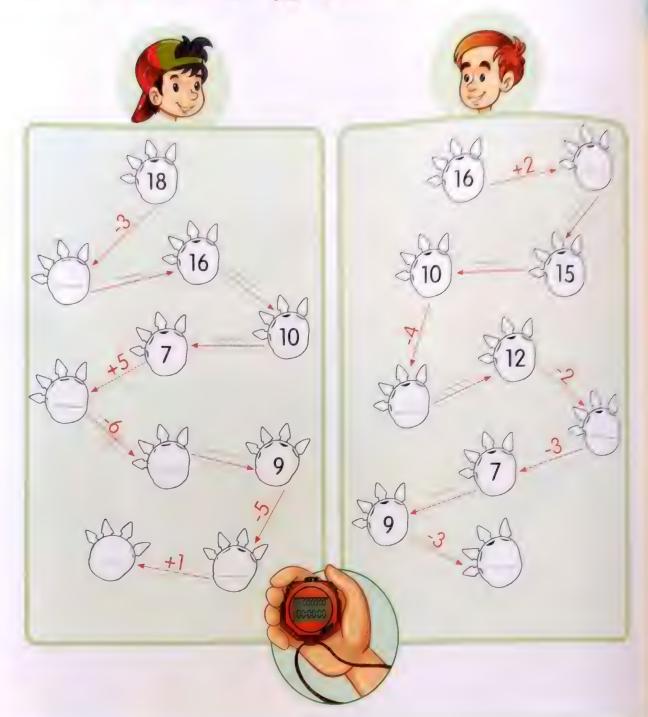




Who can do first? you 🧖 / your friend 👦



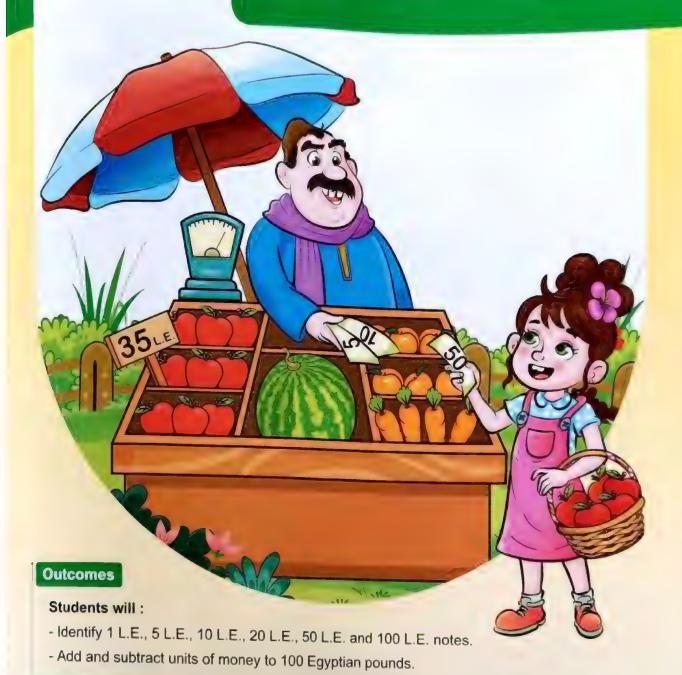




Lessons **105-106**



More money



Key vocabulary

- Add
- Subtract
- Mental math

Remember money



1 pound



1 pound



5 pounds



10 pounds



20 pounds



50 pounds



100 pounds



If the boy wants to buy the ball, he will pay





What the student has learned at school:

- The student counted an amount of money
- Collected some notes to get a reliain amount of money.

Activities at home:

Give your child some play banknotes and ask him/her to count them or give him/her an amount of money and ask him/her to make a certain amount from them.





Write the amount of money.





L.E.



Join the equal amounts of money.



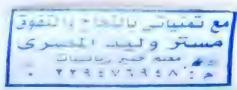














Circle the amount of money you need exactly to buy each item.







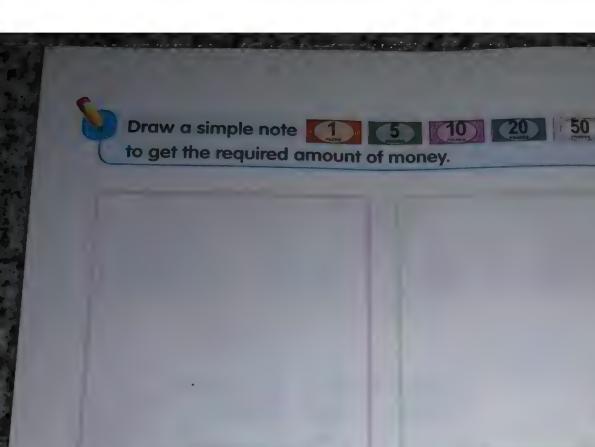












38 L.E.

probl

sally !

she t

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an

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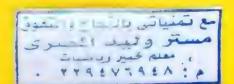
75 pounds

82 pounds

46 L.E.

216 Chapter 5 Lessons 105-106

Problem solving



Sally has 60 L.E.

She bought a doll for 25 L.E.

How much money is remained with Sally?



Write a number sentence to solve.

Use the hundred chart to solve.

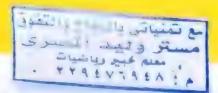
1st way

Start from 60
(the larger number)
and move backward
by ones until you
reach 25 (the smaller
number),
you will make 35
jumps.

		_	T	_						-
	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30
30	31	32	33	34	35	36	37	38	39	40
40	41	42	43	44	45	46	47	48	49	50
50	51	52	53	54	55	56	57	58	59	60
	61	62	63	64	65	66	67	68	69	70
	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100

60 - 25 = 35

The remained money with Sally is **35** L.E.

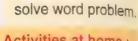


2nd way

1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	4
21	22	23	24	(25)	26	27	28	29	30	(31)
31	32	33	34	35	36	37	38	39	40	41
41	42	43	44	45	46	47	48	49	50	(51)
		1	1	14/	Nor	1	1	- W		
51	52	53	54	55	56	57	58	59	(60)	
51 61	52 62	53 63	54	55 65	56 66	57 67	58 68	59 69	70	
61	62	63	64	65	66	67	68	69	70	
61 71	62 72 82	63	64	65 75	66	67	68	69 79	70 80	



Start from 25 (the smaller number) and move forward by ones until you reach 60 (the larger number), you will make 35 jumps.



What the student has

The student used a hundred chart to

learned at school.

Make a story with subtraction problem and help your child to write the subtraction sentence, then ask him / her to solve it using a hundred chart.



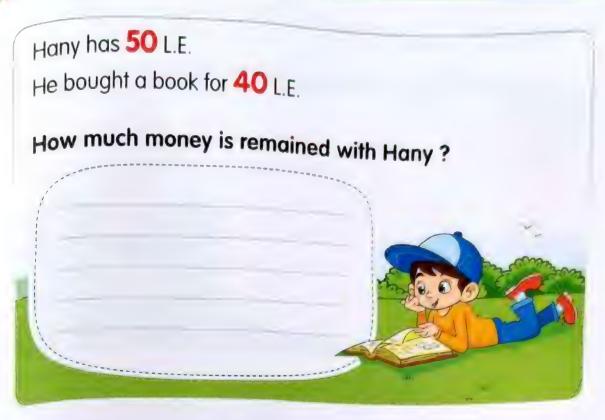
60

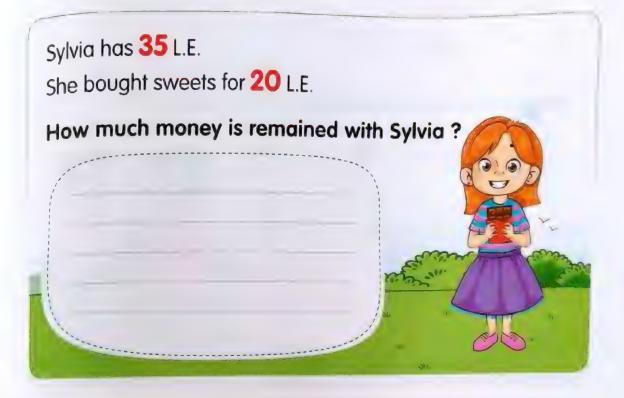
The remained money with Sally is 35 L.E.





Use a hundred chart to solve each problem.







Mina has 42 L.E. He bought a ball for 22 L.E.

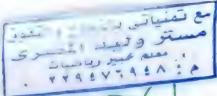


Bassem has 100 L.E. He gave his sister 75 L.E.

How much money is remained with Bassem?



Adding money



place a sticker

Exchange each amount of money.



40 L.E. =

35 L.E. =

78 L.E. =

Lesson

106

How much is the remainder?

مع تمنياتي بال السوق مستر و لبيد المسرى ، معلم خبير رياسيات م : ٨٤٨ ٢٧٩٤٧ .



If you have

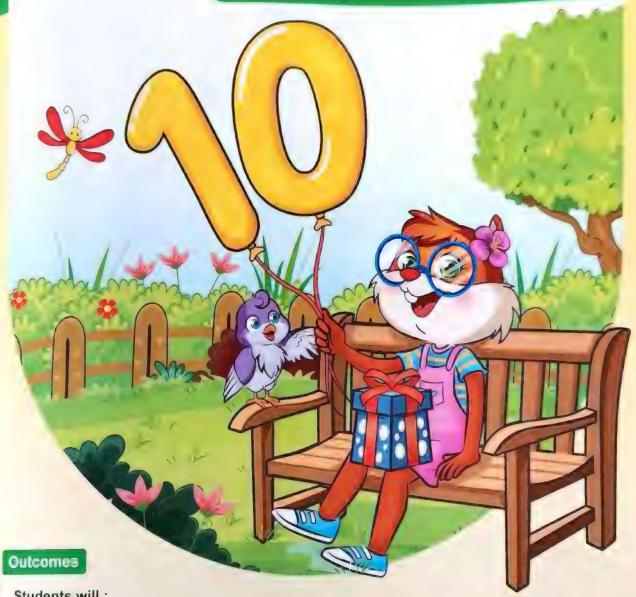
Write the remainder each time you buy the item.



Lessons 107-110



Make a 10 to add



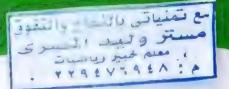
Students will:

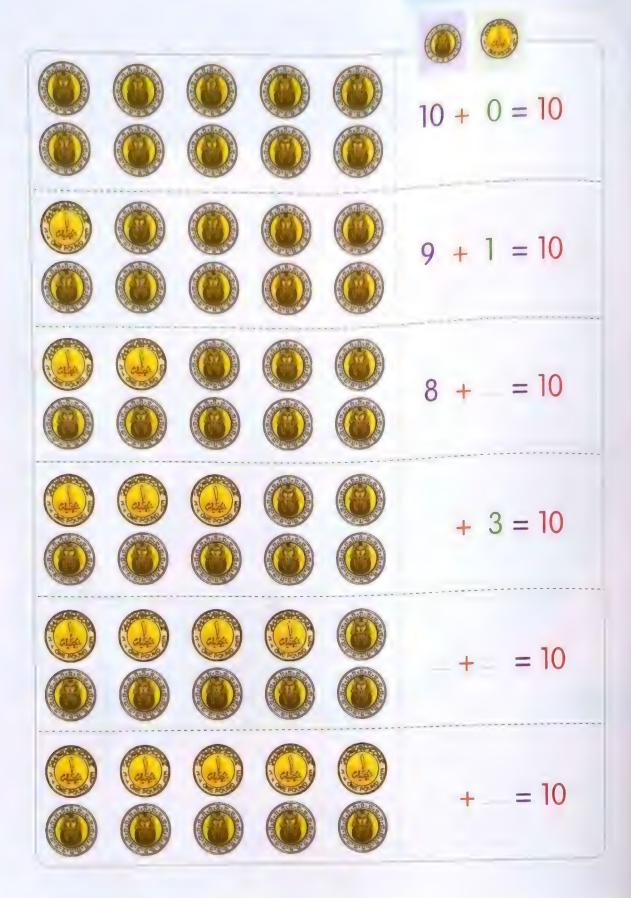
- Apply strategies to add and subtract within 20.
- Compose and decompose 10.
- Find the number that makes 10 when added to a given number.
- Make 10 to solve addition problems.

Key vocabulary

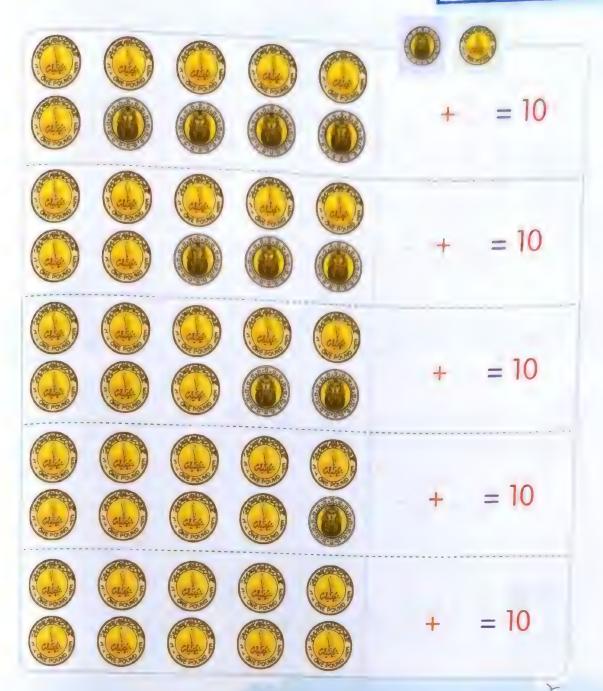
- Addition
- Counting on
- Making ten
- Mental math

Remember components of 10





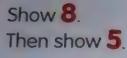
مع تمنیاتی درید دخوق مستر ولید اندسری معلم خبیر ریاضیات م: ۸: ۸: ۲۲۹:۷۲۹





Make a 10 to add

Find the sum of 8 + 5





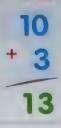
Make a ten.

8 is close to 10

Move 2 counters into the ten frame.

8+5

10 + 3



Make a ten to add.



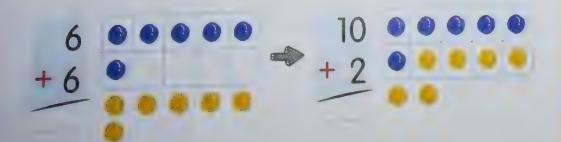
What the student has learned at school:

The student added two 1-digit numbers within 20 by making a 10.



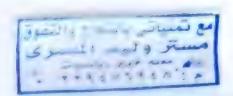
Activities at home:

- Give your child an addition problem such that its result is greater than 10 and less than 20 (8 + 4)
- Let him/her make 2 trains snap cubes with different 2 colors to show each number.
- Ask him/her to snap trains together then unsnap them to show a ten train and a train of the left cubes.





8 + 4 = 12 10 + 2 = 12



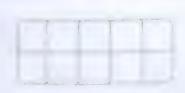


Draw and to show the number sentence. Add.





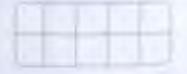
$$6 + 5 = 1$$



$$9 + 3 =$$



$$8 + 6 =$$



$$5 + 7 =$$



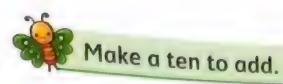
$$4 + 9 =$$



$$8 + 7 =$$

Hint for parents:

Your child may make a ten to add problems as (8 + 5) by two ways:



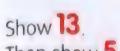


9 +3 +2 12 12	7 + 5
6 + 8	7+9
4 + 9	7 + 7
5 + 6	9 + 8

Make a ten to add Find the sum of 13 + 5

13+5

10+8



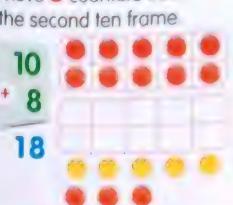
Then show 5



Make a ten.

Move 3 counters from

the second ten frame





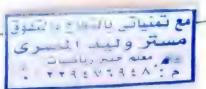
Make a ten to add.



Lesson

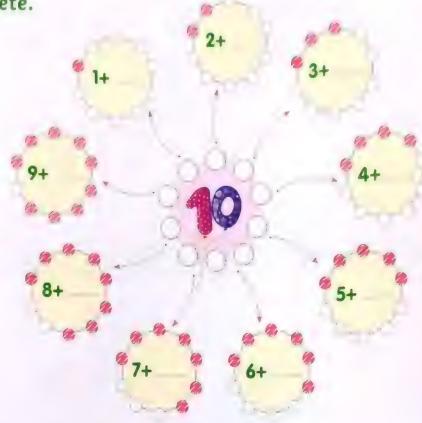
107

Make a ten





Complete.

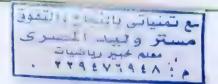


Complete.

108

Make a 10 to add (1)





Make a ten to add.

$$7 + 4$$

$$9 + 5$$

$$9 + 7$$

$$7 + 8$$

$$7 + 6$$

$$4 + 8$$

$$5 + 6$$

$$3 + 9$$



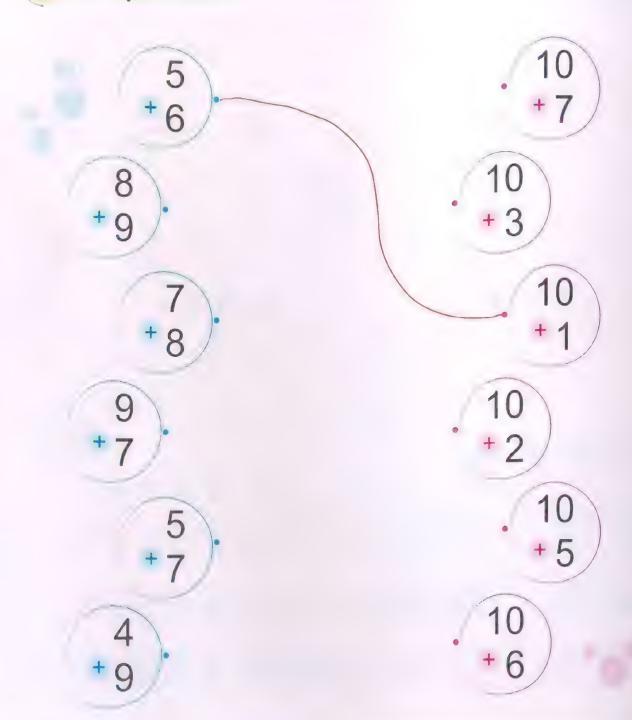
109

Make a 10 to add (2)

مع تمنیاتی بالنجان والتّغوق -مستر و تبید المحسری ، معلم خبیر ریاضیات م : ۸ ؛ ۸ ؛ ۹ ؛ ۷ ۲ ۹ ؛ ۷ ۲ ۹ ؛ ۲ ۲ ۹ ؛ ۲ ۲ ۹ ؛

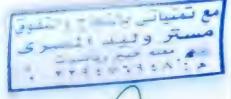


Match equal sums.



Lesson

Make a 10 to add (3)





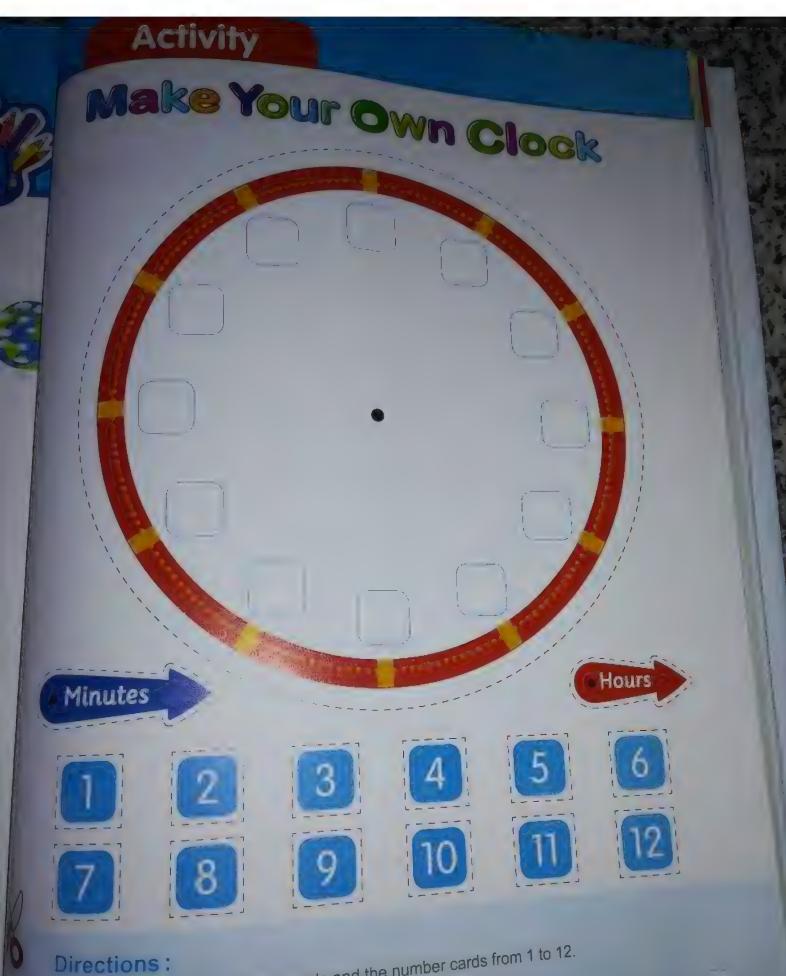
complete.

Corner

992

Color the spaces with sum 10 in orange.





- Cut the clock face, the two hands and the number cards from 1 to 12.
- Stick the numbers on the clock face by glue.
- Pin the hands in the middle of the clock face to get your own clock.

This page was left intentionally blank for cutting activity on previous page.

Progress Chart

This chart lists all the outcomes of this chapter. nce your child has learned each outcome, stick a star in the correct box below.

Outcome

Identify the times they do daily activities.

Write times to the hour using analog and digital

Tell time to the hour using analog and digital clocks.

Show time to the hour using analog and digital clocks.

Apply strategies to solve addition and subtraction problems.

Apply understanding of number patterns to solve problems.

Identify 1 L.E., 5 L.E., 10 L.E., 20 L.E., 50 L.E. and 100 L.E. notes.

Add and subtract units of money to 100 Egyptian pounds.

Apply strategies in add and subtract within 20.

Compose and decompose 10.

Find the number that makes 10 when added to a given number.

Make 10 to solve addition problems.





















CHAPTER





Lessons 111-113: 1 more & 1 less - 10 more & 10 less

- Adding two numbers

Lessons 114-115: Adding 2 two-digit numbers

Lesson 116: Number sequences - Decomposition of two-digit numbers

Lessons 117-120: Subtracting 2 two-digit numbers - Fact family

Lessons 111-113 مع تمنیاتی بال التفوق مستر و تبید التسری ، معلم خبیر ریاسیات م: ۸ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۰

- 1 more & 1 less
- 10 more & 10 less
- Adding two numbers

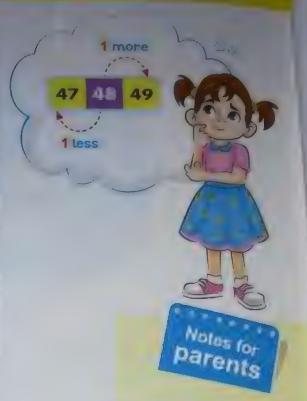


Students will:

- Apply strategies to solve addition and subtraction problems.
- Find 1 more or 1 less than a given number.
- Find 10 more or 10 less than a given number.
- Add a two-digit number and a one-digit number.

I more & 1 less

1	. 2	3	4	5	6	7	8	9	10
11				15					
21				25					
31	32	_ 33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





49 is 1 more than



47

is 1 less man





Use the hundred chart to complete.

is 1 more than 64.

is 1 less than 64.

What the student learned at school:

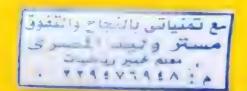
The student found numbers that is 1 more, 1 less, 10 more and 10 less than a given number.

Activities at home:

Use a hundred chart.
Choose a number and ask your child to move right, left, down or up to find a number that is 1 more, 1 less, 10 more or 10 less than this number.



10 more & 10 less



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
				-				_	,00





is 10 more than

is 10 less than



Use the hundred chart to complete.

is 10 more than 64.

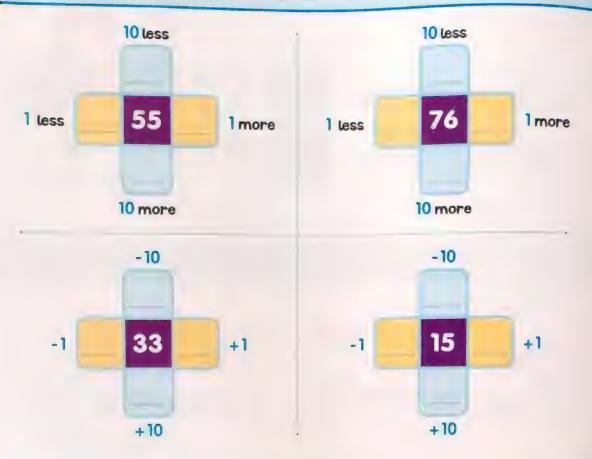
is 10 less than 64.

1 more & 1 less - 10 more & 10 less

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	
41	42	43			46	-		49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Use the hundred chart to fill in.



Adding a one-digit number to a two-digit number

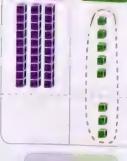
Add. 35 + 3 مع تمنياتي بالنجاء والتفوة

Step 1 Show 35. Show 3. Ones Tens .

		-
	tens	ones
	3	5
-		3

Step 2

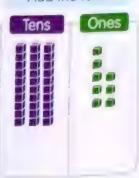
Add the ones. Ones



	tens	ones
	3	5
-		3
		8

Step 3

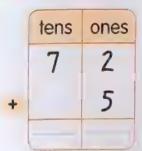
Add the tens.



	tens	ones
	3	5
+		3
	3	8



Add each of the following.



	tens	ones
	5	3
-		4

	tens	ones
	3	2
+		7

What the student has learned at school:

The student added a 1-digit number to a 2-digit number.

Activities at home:

Ask your child to draw pictures to show how to find the sum of 63 + 5



Solve the addition problems.



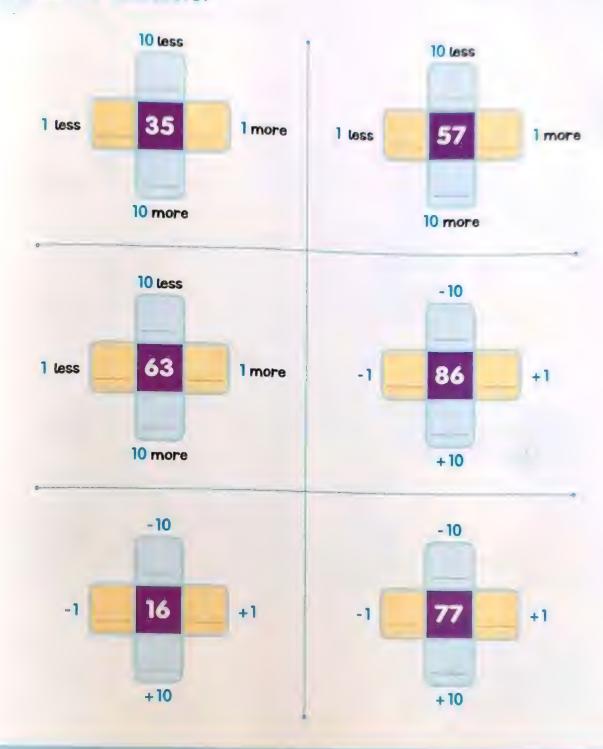




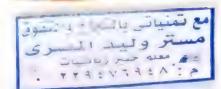
"Fill it in" Activity



Write the numbers.







Adding two numbers

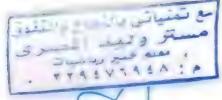


Find the result. Join.

113

• 1 more & 1 less

10 more & 10 less





Write the suitable numbers.

42 One more

One 34

77 One more

One less 25

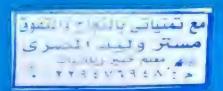


25 10 more

10 less 72 18 10 more

10 less 54

Lessons 114-115



Adding 2 two-digit numbers



Students will:

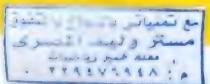
- Find 1 more or 1 less than a given number.
- Find 10 more or 10 less than a given number.
- Add multiples of 10 to two-digit numbers.
- Apply strategies to add 2 two-digit numbers.

Key vocabulary

- Add
- Multiples of 10
- Two-digit number

Adding 2 two-digit numbers

How to add 21 + 35 ?



Second

	tens	ones
	2	1
+	3	5
	5	

First Add the ones 1 + 5 = 6

ones



Add.



46

77

31

25 + 42



$$15 + 43$$

22 + 66





What the student has learned at school:

The student added 2 two-digit numbers.

Activities at home:

Give your child two amounts of money more than 10 pounds and ask him/her to count each amount and find their sum.



Lesson

114

Reviewing adding multiples of 10 to a two-digit number

Place a sticker

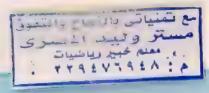
+10

Add.

25	41	35	18		
+30	+40	+20	+80		
14+20	12	71	35		
	+70	+10	+50		
67	23	47	66		



+20

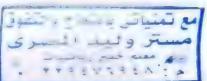


+40

+50



Adding 2 two-digit numbers



place a sticker

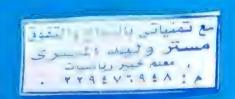
Add.



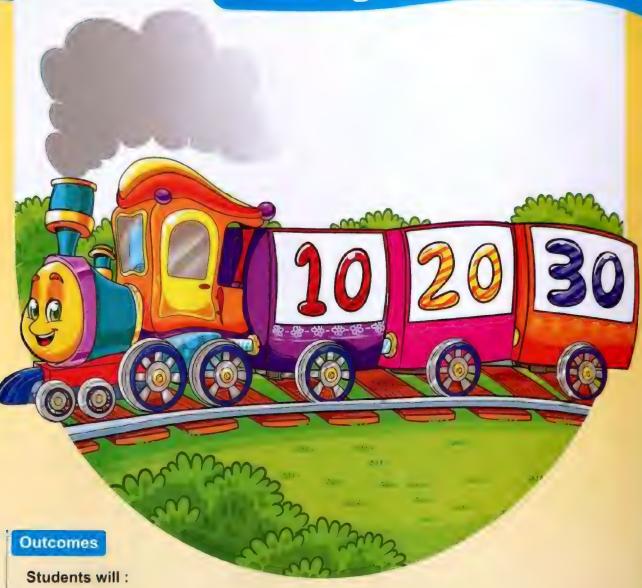


Lesson

116



Number sequences -Decomposition of twodigit numbers



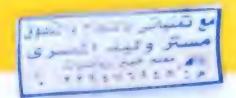
- Identify missing numbers in a sequence of numbers.
- Determine the value of each digit in a two-digit number.
- Explain how the place of a digit in a number changes its value.

Key vocabulary

- Decompose
- Decomposition
- Digit
- Numeral

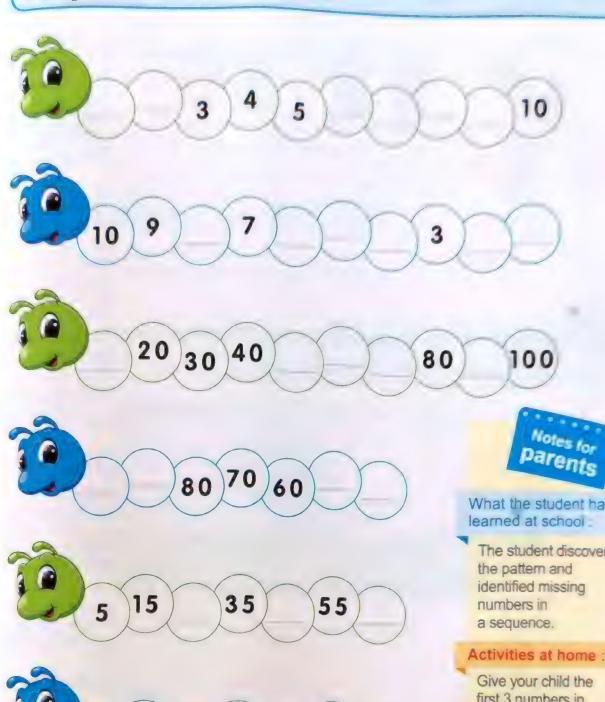
- Pattern
- Ones
- Tens
- Value

Number sequences





Find the missing numbers in each of the following number sequences.



65

75

45

35



What the student has learned at school

The student discovered the pattern and identified missing

Give your child the first 3 numbers in a sequence and ask him/her to complete.

For example:

- · 10, 20, 30, ..., ..., ...
- 82, 72, 62, ..., ..., ...

Decomposition of two-digit numbers

I'm in tens place.
My value is 50.







The value of a numeral depends on its place in the number.

I'm in ones place.
My value is 5.



What the student has learned at school;

- The student determined the value of each digit in a two-digit number.
- The value of the digit in the number depends on its place.

Activities at home:

- Give your child a number cards.
- 2,3,6,...
- Ask him/her to form a two-digit number as 3 6 and find the value of 3.
- Ask him/her to change the position of each card 6 3 and find the value of 3.
- Explain to him/ her the value of a numeral depends on its place in the number.



Decompose the following two-digit numbers into tens and ones.



60

7



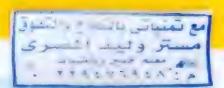




Activity



Use 6,7,2 and do the following steps.





1 Make as many two-digit numbers as you can.

67



2 From the numbers you made.

Which is the smallest number?

Which is the greatest number?



Decompose each two-digit number into tens and ones.



7











116

Decomposition of two-digit numbers



Use the digits 4, 5, 8.

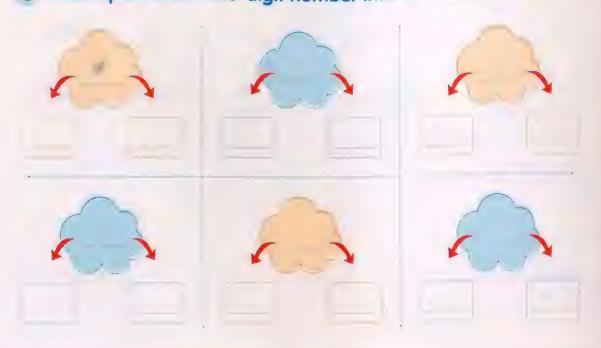


, -, -,

2 From the numbers you made.

- The smallest number is
- The greatest number is

3 Decompose each two-digit number into tens and ones.



مع تمنیاتی بالنجاد بالنخوق مستر و لمید النسر ی یم معلم حسر ریاست م: ۸ ۲ ۹ ۲ ۲ ۲ ۹ ۲ ۲ ۰

Lessons **117-120**

Subtracting 2 two-digit numbers Fact family



- Subtract multiples of 10 from two-digit numbers.
- Apply strategies to subtract 2 two-digit numbers.
- Determine the unknown number in addition or subtraction sentences.
- Explain the relationship between addition and subtraction.
- Participate in a revision.

Key vocabulary

- Digit

- Ones

- Tens

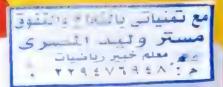
-Value

-Fact family

261

Subtracting 2 two-digit numbers

♦ How to subtract 57 - 32 ?





Second

Subtract the tens

5 - 3 = 2 tens



25

First

Subtract the ones

7 - 2 = 5 ones





Subtract.

63-21

63

- 21

65-43

85-51

42

59-46

74-33



36-15





What the student has learned at school:

The student subtracted 2 two-digit numbers.

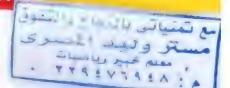
Activities at home:

Give your child subtracting problems with 2 two-digit numbers and ask him/her to subtract ones first, then subtract tens and find the result.



Relation between addition and subtraction

Fact family:





What the student has learned at school:

The student found the missing numbers in addition and subtraction problems using the fact family.

Activities at home:

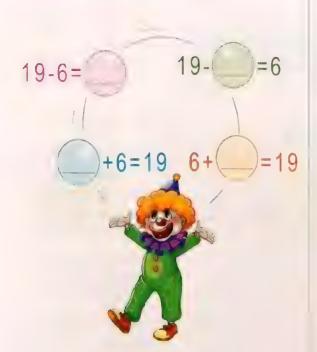
- Give your child cards of 3 different numbers less than 20 where the sum of two of them equal the third.
- Give him/her three cards of the signs **田**, 昌, 富
- · Ask him to form all the possible addition and subtraction problems using these cards. 9 + 4 = 13

Find the missing numbers.





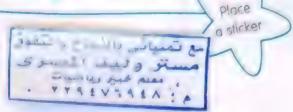






Lesson 117

Reviewing subtracting multiples of 10 from a two-digit number



Match.

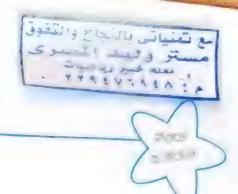






Fact family

63



Find the missing number in each box.

$$17 - () = 7$$

$$+7 = 17$$

$$6 + = 11$$

$$+ 6 = 11$$

$$+4 = 12$$



120

Revision



Draw the hands according to the time.









Circle 56 pounds.























Write 1st, 2nd, 3rd or 4th.

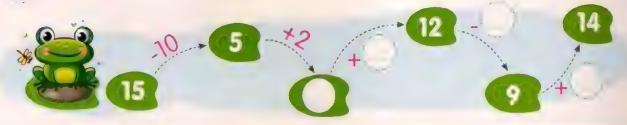


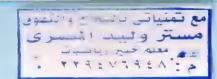






Complete.

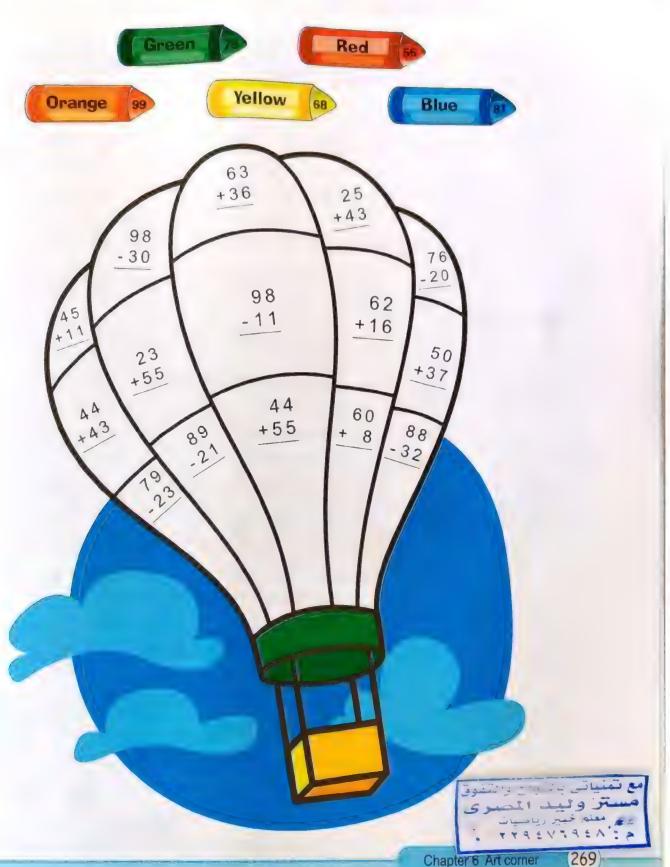




Art corner



Chapter 6 Art corner



Activity

Hidden Treasure

A treasure is hidden under one of these numbers, follow the directions to find the treasure. Draw your path:

1-9	Start	at	92
-----	-------	----	----

✓- Subtract 30

- Add 2

- Subtract 20

- Add 4

- Add 10

- Add 2

- Subtract 40

- Subtract 5

				·					
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	00	94	85	86	87	88	8	90
91	(92	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	04	95	96	97	98	3 9	9 100



The treasure is under the number

Progress Chart

This chart lists all the outcomes of this chapter. Once your child has learned each outcome, stick a star in the correct box below.

Apply strategies to solve addition and subtraction problems.

Find 1 more or 1 less than a given number.

10

20

30

40

50

0

0

Find 10 more or 10 less than a given number.

Add a two-digit number and a one-digit number.

Add multiples of 10 to two-digit numbers.

Apply strategies to add 2 two-digit numbers.

Identify missing numbers in a sequence of numbers.

Determine the value of each digit in a two-digit number.

Explain how the place of a diff in a number changes its value.

Subtract multiples of 1.0 mora two-digit numbers.

Apply strategies to subtract 2 two-digit numbers.

Determine the unknown number in addition or subtraction sentences.

Explain the relationship between addition and subtraction.

Participate in a revision.











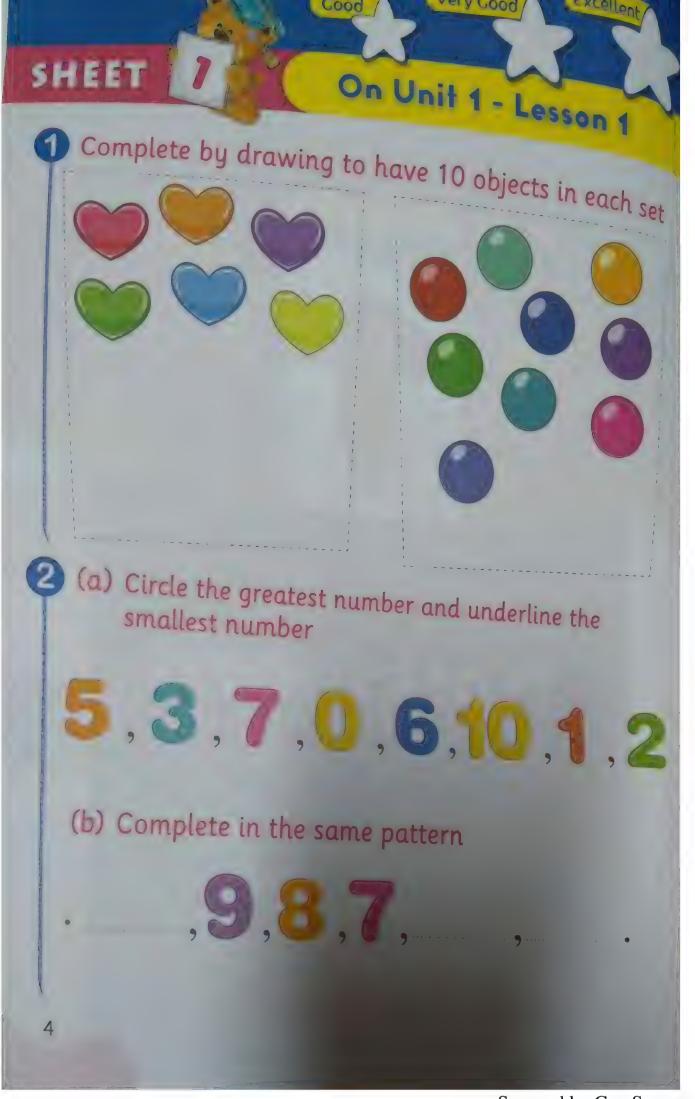


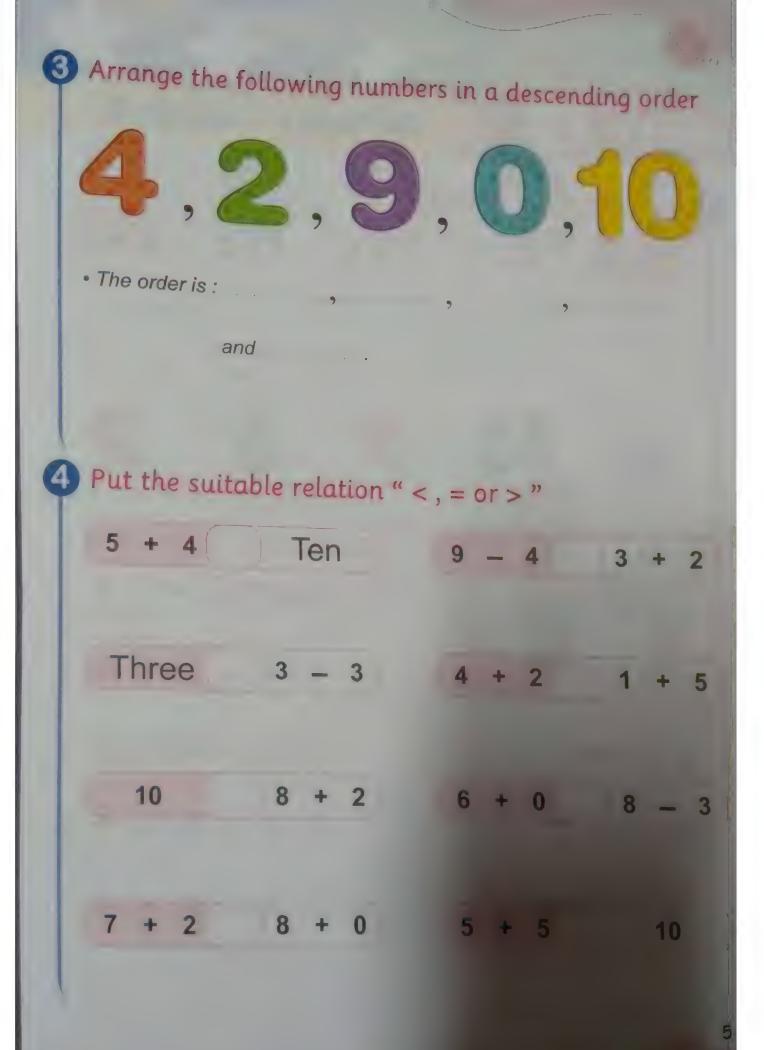


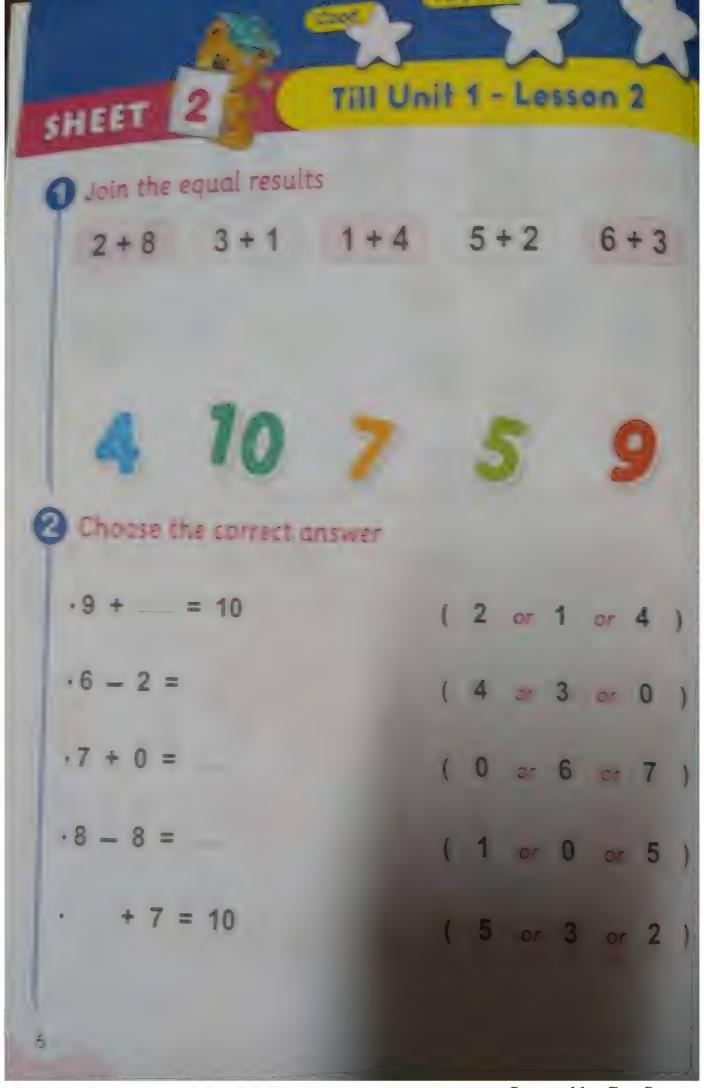












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3	Arrange the following	numbers	in	an	ascending	order
---	-----------------------	---------	----	----	-----------	-------



• The order is:.....

and

Dalia had 8 pounds.

She took 2 pounds from her father.

How much money does she have now?

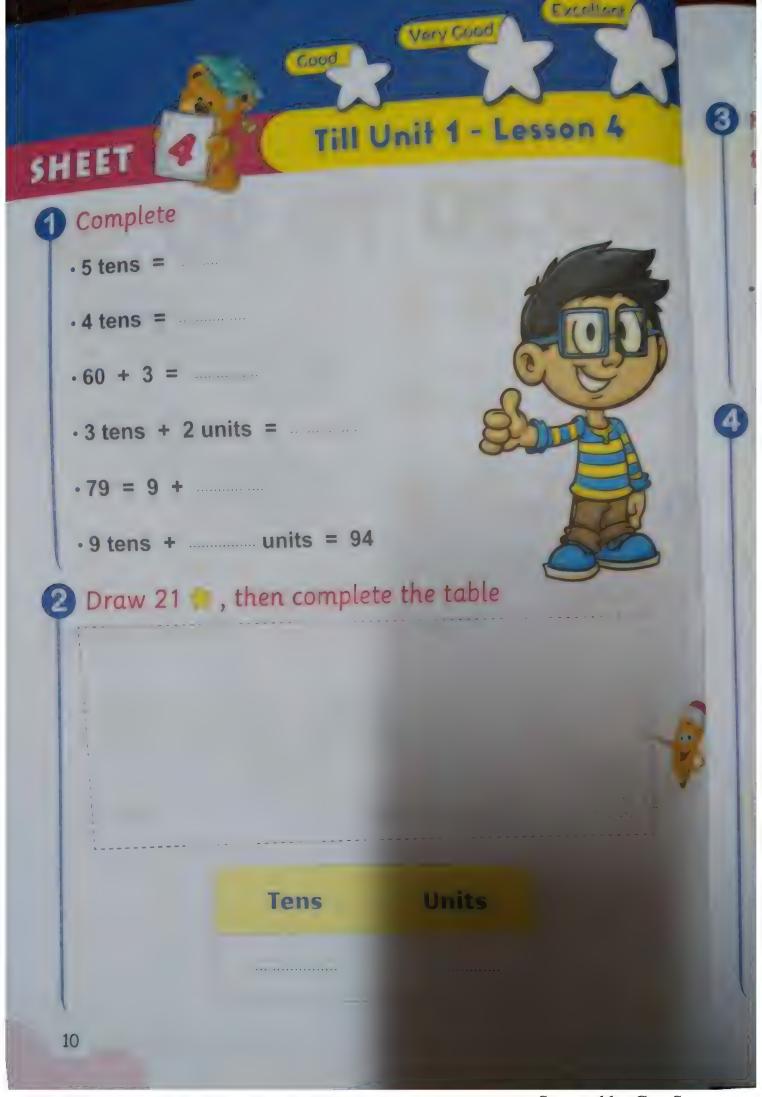


• Dalia has = + = ...

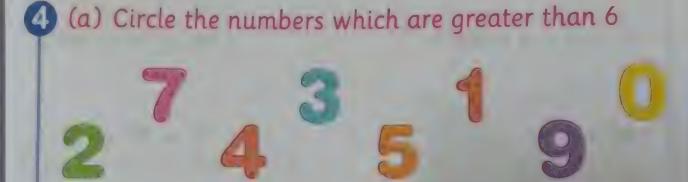
pounds.



3 Arrange th	ne following num	bers in an asce	nding order
	20,7		
• The order is	and	,	
4 Join the e	qual results		
eighty	5 tens	10 + 60 9 t	ens – 5 tens)
7 tens	4 tens + 4 tens	forty	80 – 30
		حا ۱۱ ایستانی تر نیوه ۱۲ (۵۰ ۲۰)	9 المعاصر إياضات (السطة لعاد



3	Mohamed has 5 oranges and Yasser has 3 oranges less	
	than Mohamed.	
	How many oranges does Yasser have?	
	• Yasser has = oranges.	



(b) Circle the numbers which are smaller than 5





1 Choose the correct answer

• The number that has 7 in the tens place is

(17 or 74 or 37)

• The number that has 4 in the units place is

(48 or 40 or 34)

• 9 tens + 6 units =

(69 or 90 or 96)

· 80 + 1 =

(18 or 81 or 90)

• 50 = tens

(1 or 5 or 4)

Write the place value of the circled digits

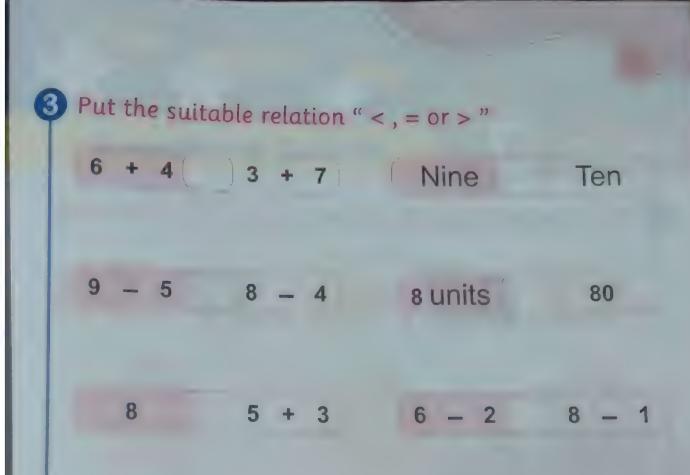
4 5

3)7

8

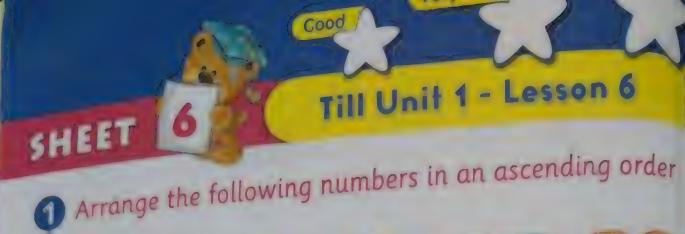
6

9(9



I am a number lying between 40 and 50 and my units digit is 6
Who am 1?

I am

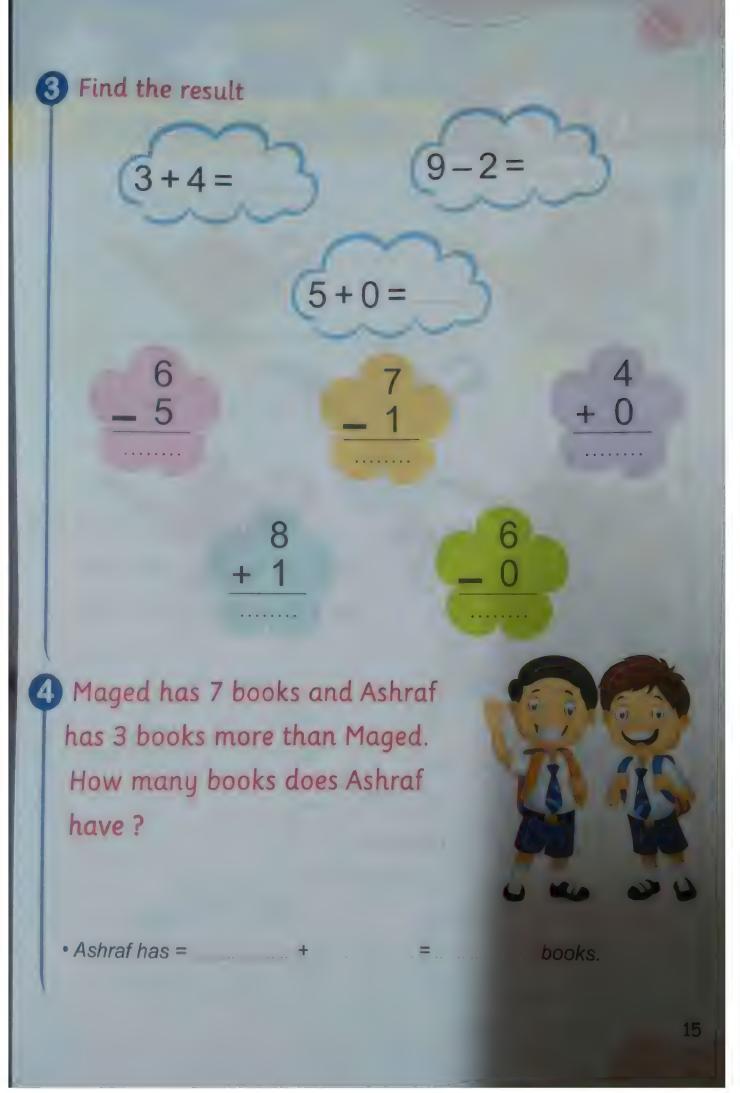


43,62,19,37,58

• The order is:

and

• The place value of the digit 5 in the number 53 is



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- The place value of the digit 3 in the number 34 is
- The smallest 2-digit number is
- 8 units + 2 tens =
- The number 79 in letters is
- The greatest 2-digit number is

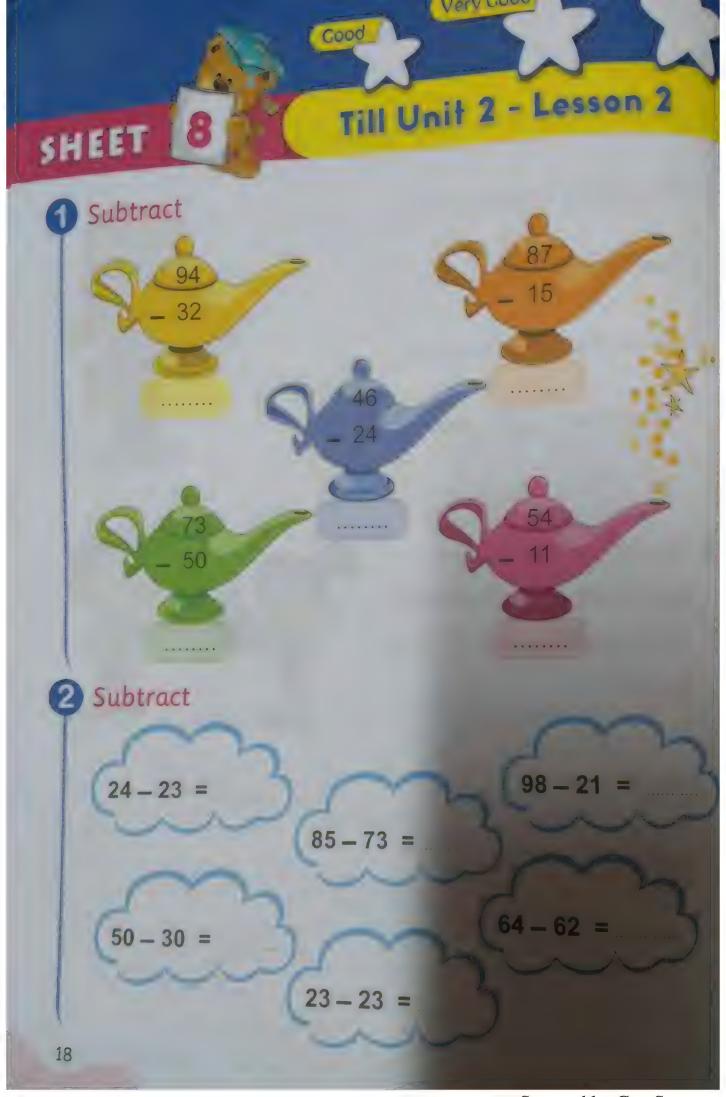


Tamer has 34 pounds and Bossy has 25 pounds. How much money do they have?



- They have =
- +

pounds.



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3 Complete by using " < , = or > "

95 - 62

84 - 13

Eighty three

75 - 24

40 + 11

8 tens + 3 units

9 + 70

97 - 24

79 - 42

2 units + 4 tens

2 tens + 4 units

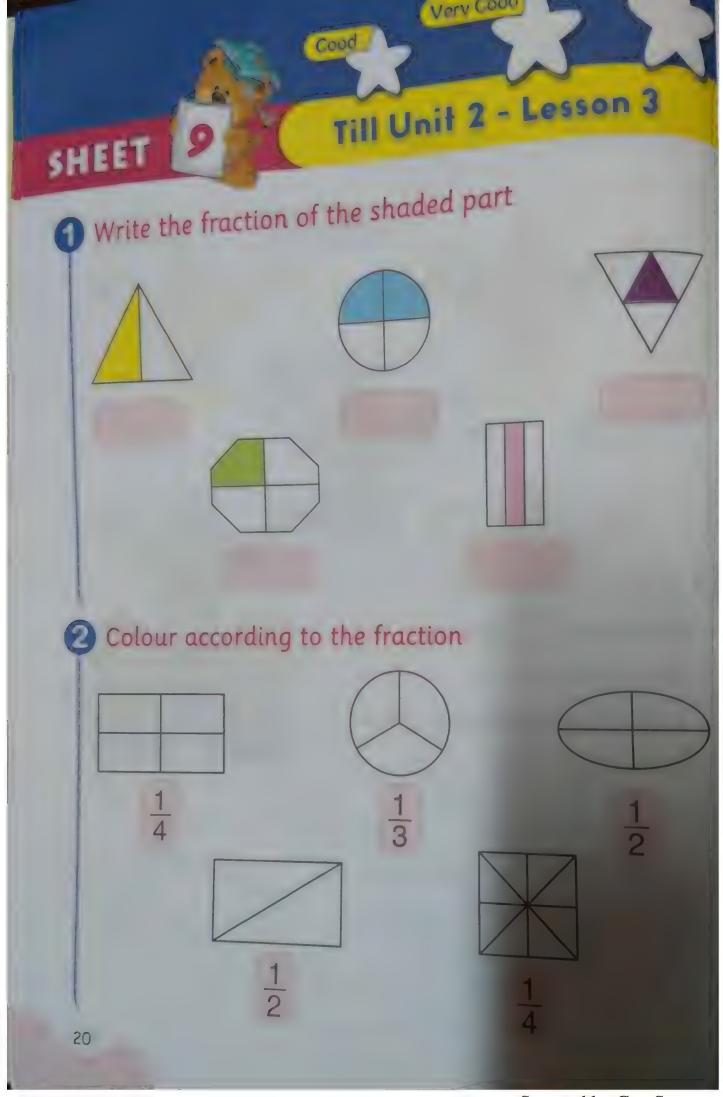
In the class of Farid,
there are 28 pupils and 12 of
them were absent.
How many pupils are remained
in the class?



• The remainder =

=

pupils.



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3 Arrange descendingly

74,9,25,90,47

• The order is:

and

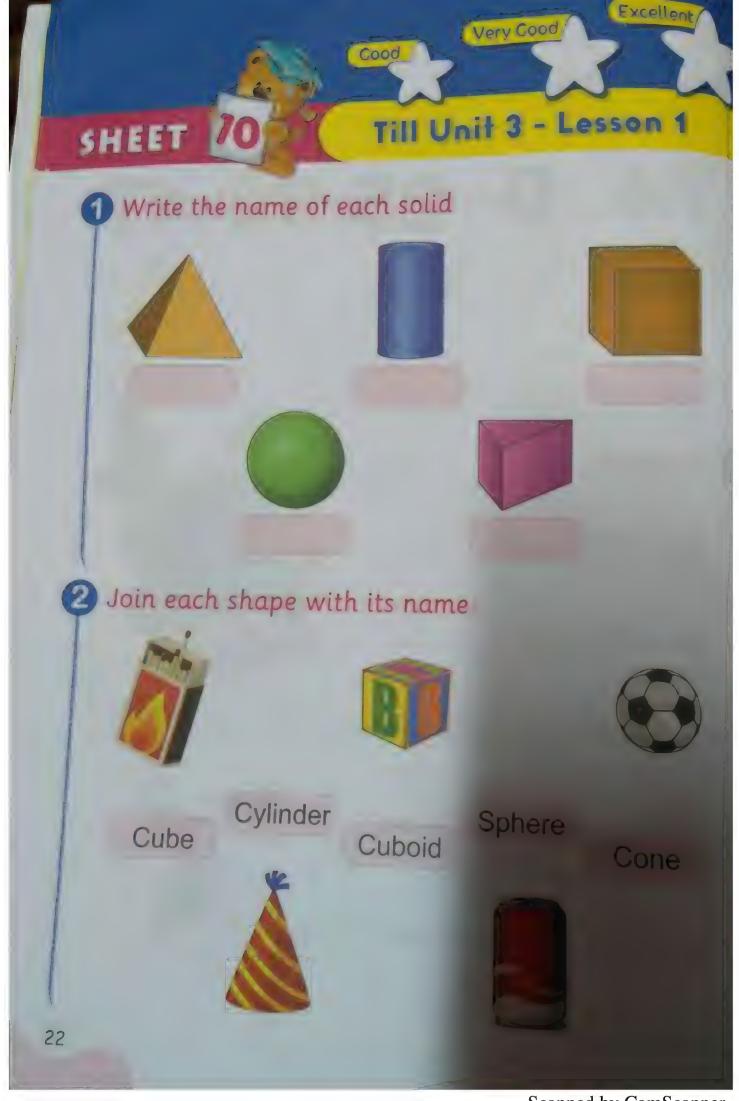




- The smallest number formed from 2 digits is

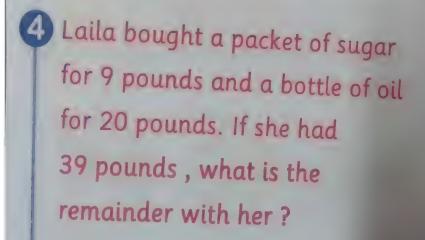
The shaded part shows the fraction





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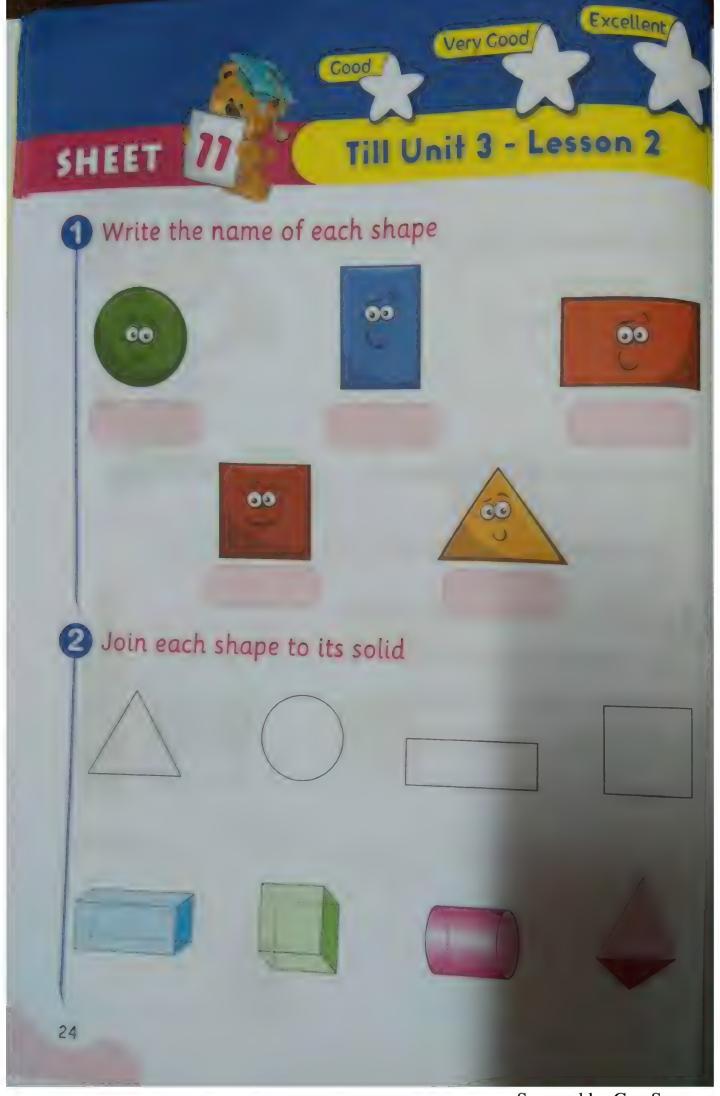
- •40 >
- The number 97 in letters is
- 4 units + 5 tens =
- 64 + 32 =
- Forty four Thirty three =
- The greatest number formed from 2 digits whose units = 0 is



- The price of buying =
- The remainder = _______



pounds.



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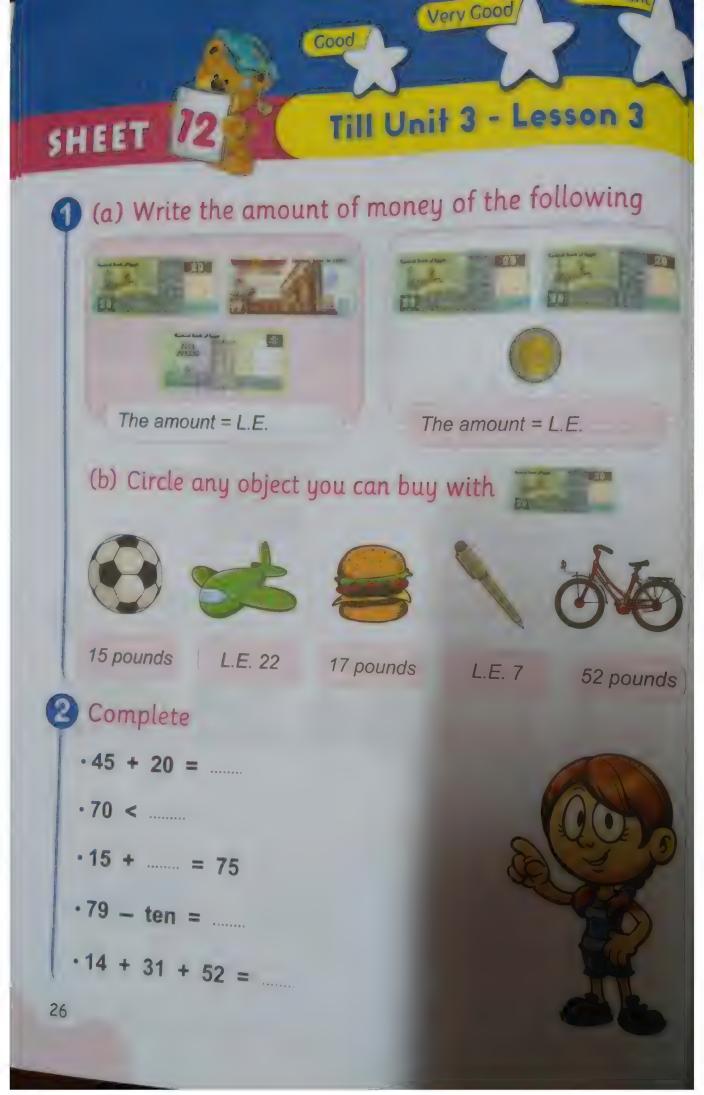
- The greatest number formed from 2 digits and their sum is 10 =

- 35 , 45 , 55 , (in the same pattern)
- 4 Arrange the following numbers in a descending order

74,89,64,35,98

• The order is:

and



3 Arrange in an ascending order

54, SIXTY ONE, 29, NINETEEN, 45

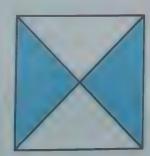
• The order is:

and

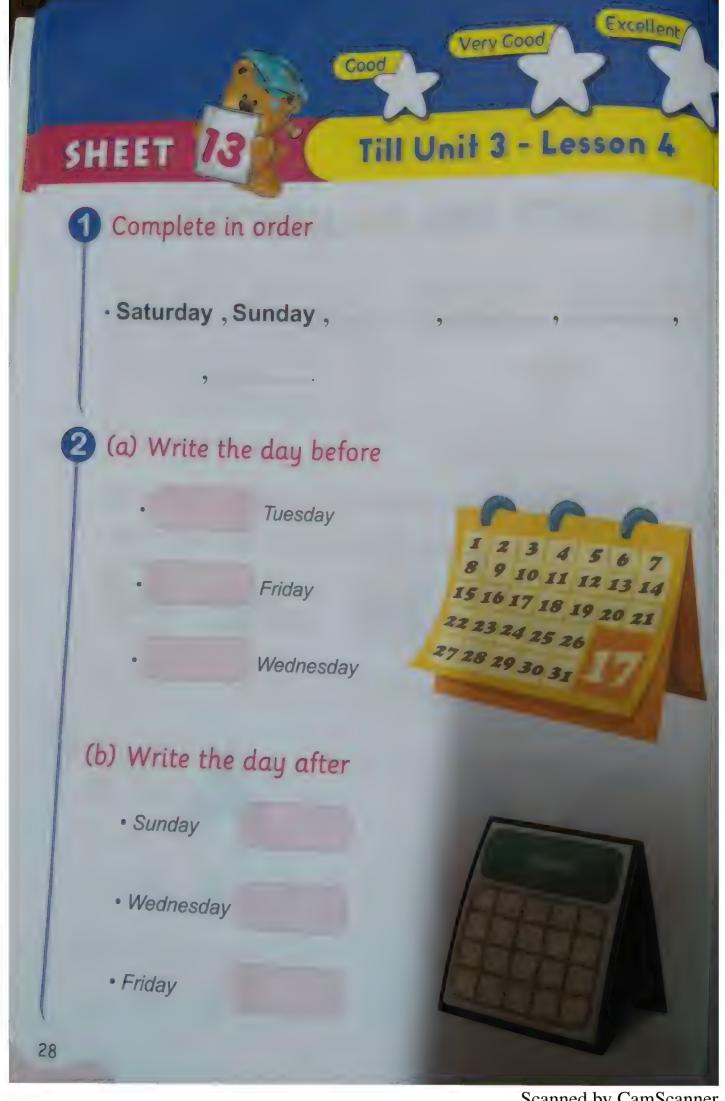
(a) Shady has 74 pounds and he bought a toy for 30 pounds. How much money is left with him?

• The left money = _ = pounds.

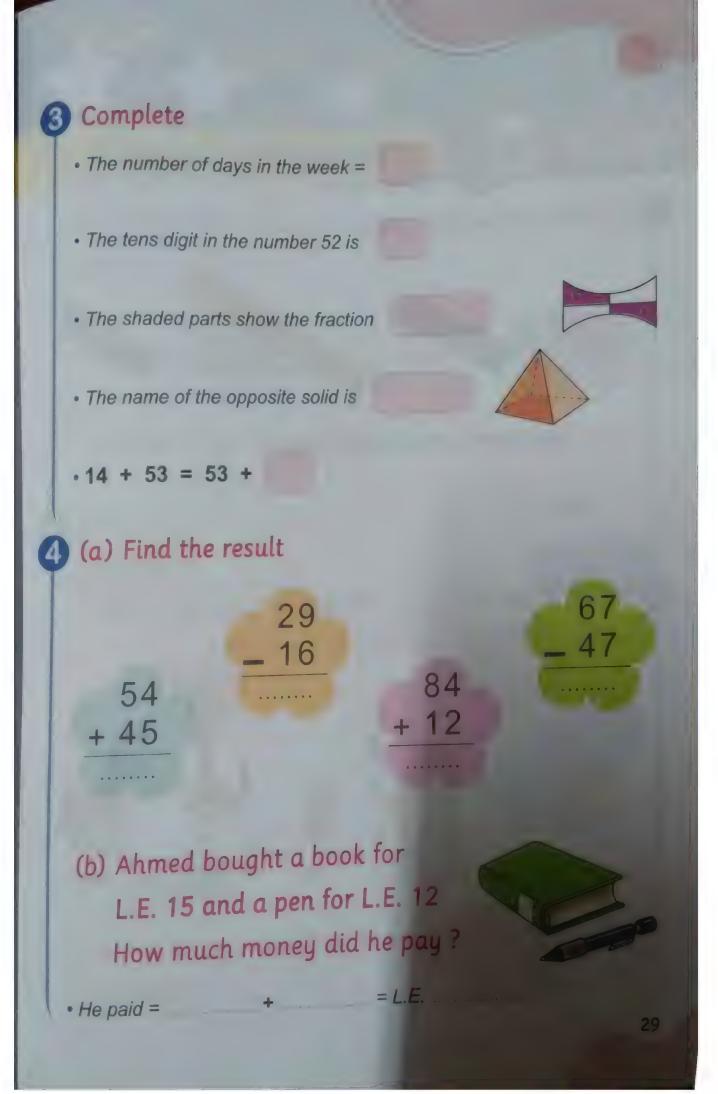
(b) Write the fraction

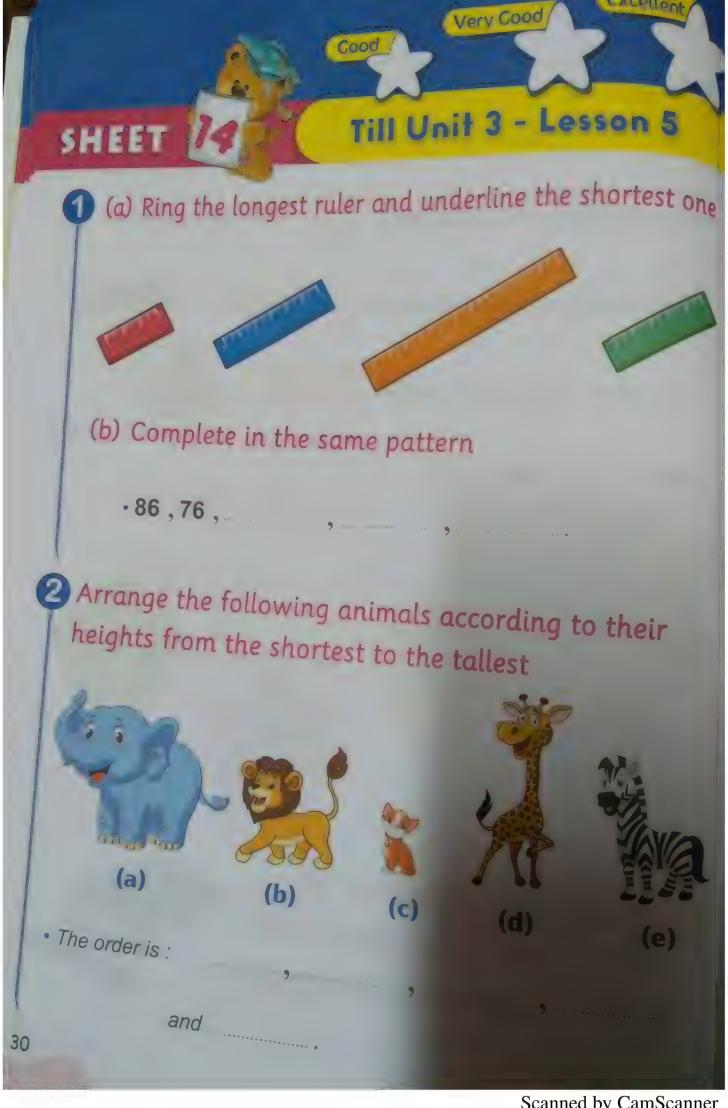


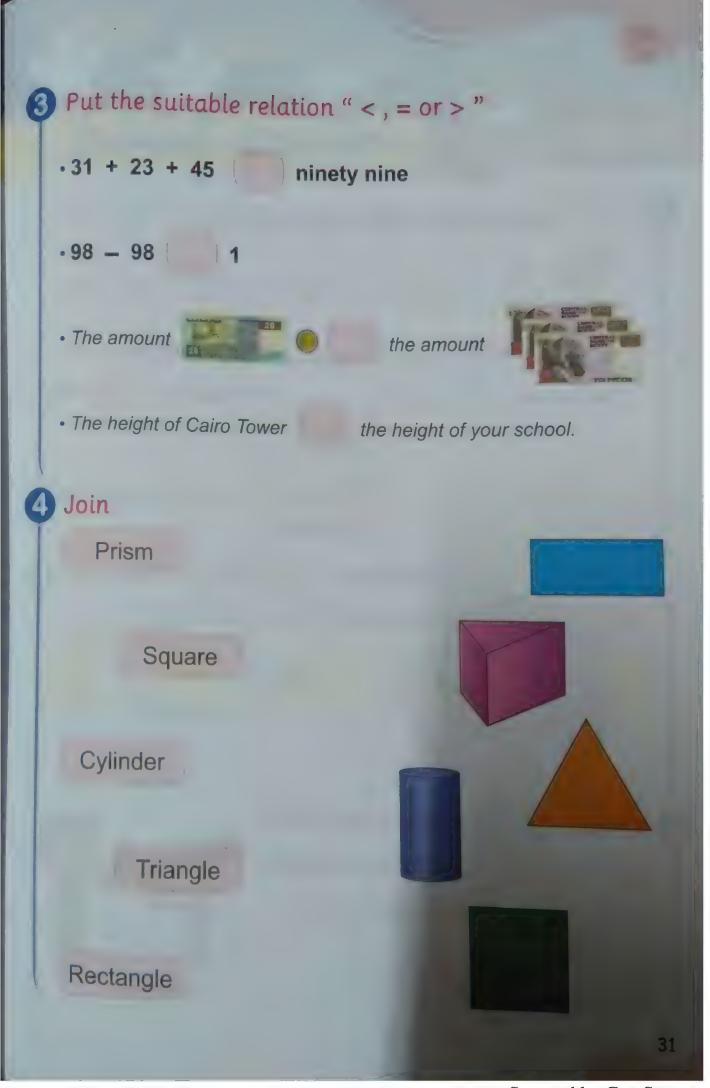




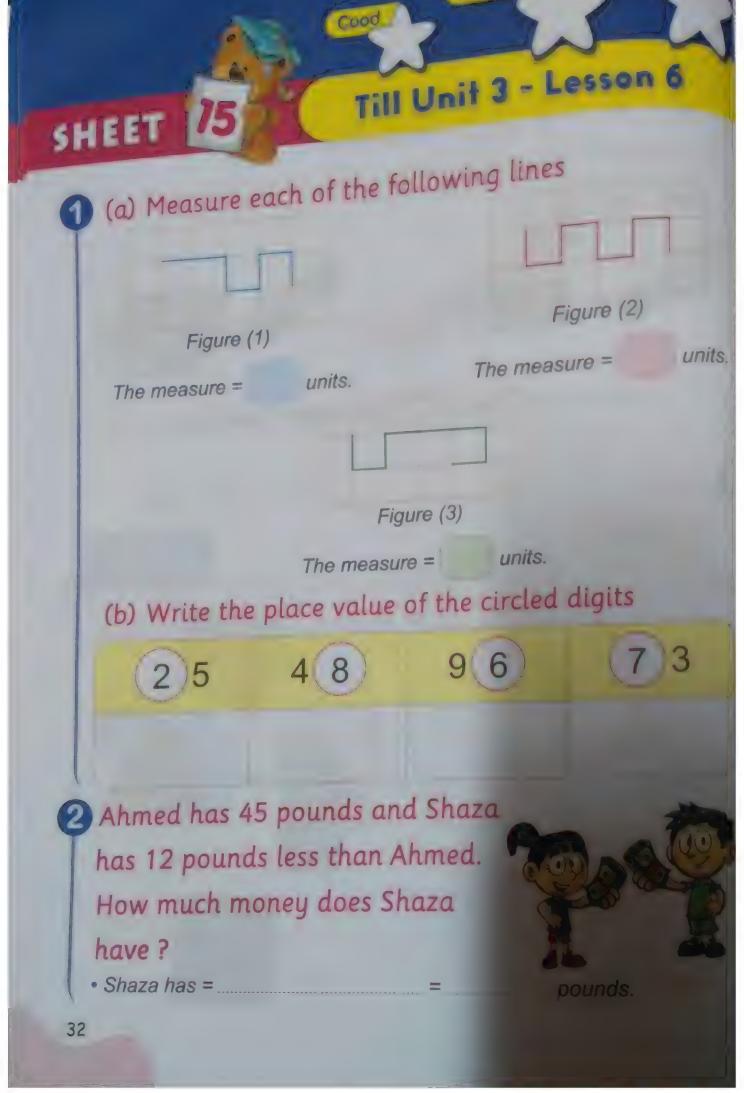
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- · Today is Tuosday, so after temorrow will be
- · The smallest number formed from 2 different digits is
- · The number of birds inside the cage is



- The day that comes directly before Sunday is
- The number of your brothers is

and the number of your sisters is

4 Find the result





The following table shows the number of participants from your class in these sports activities

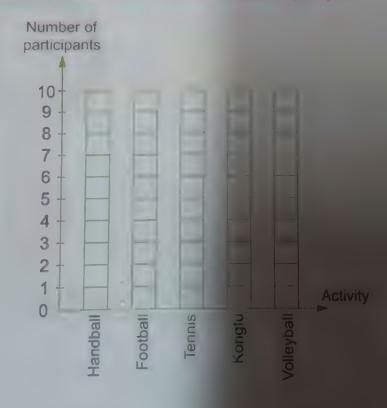
Activity Handball Football Tennis Kongfu Volleyball

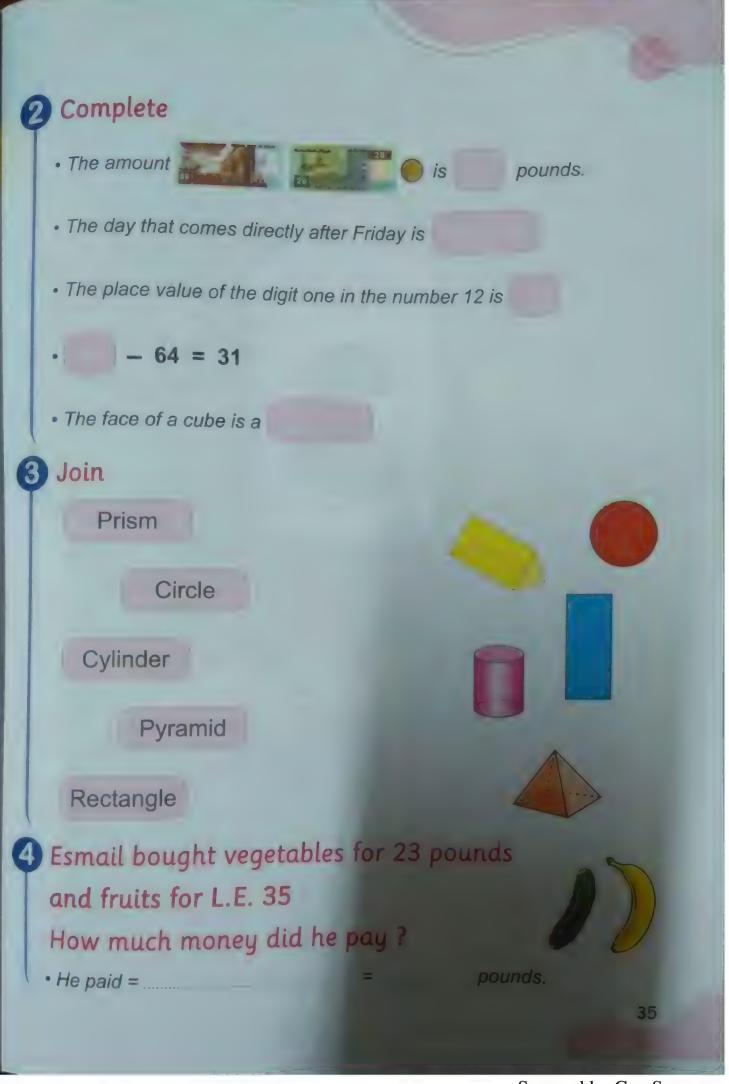
Number of participants 5 9 4 6 7

(a) Write the rank of sports activities according to the number of participants

Activity Handball Football Tennis Kongfu Volleyball
Rank

(b) Represent the first table on the graph



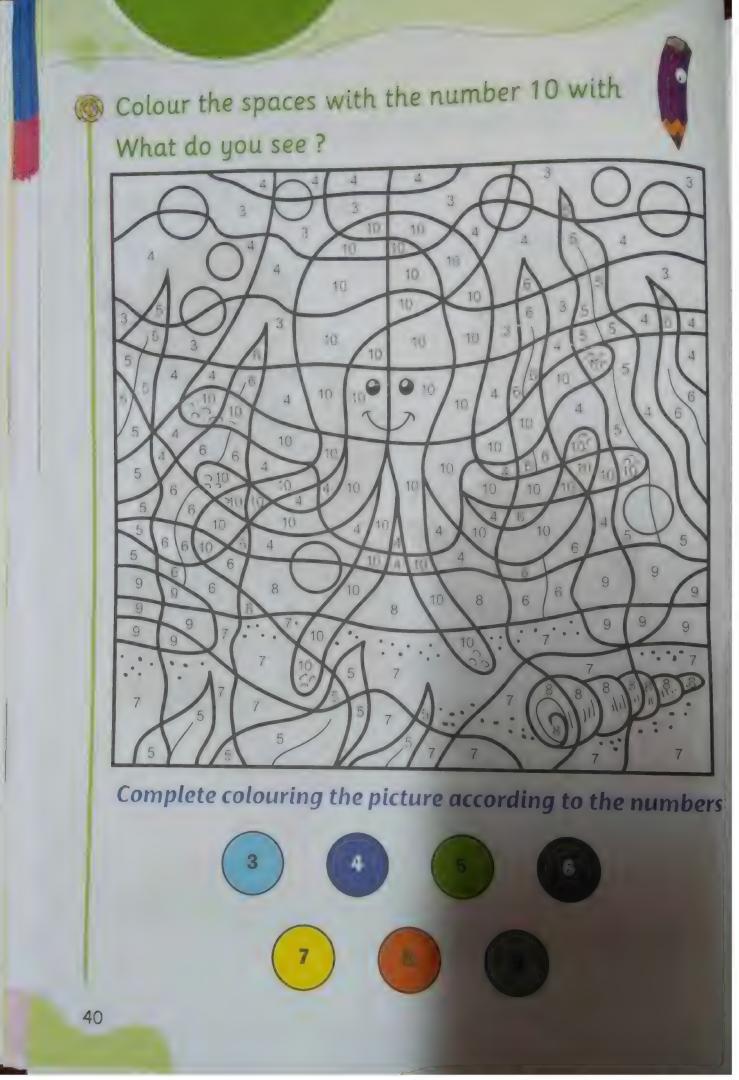


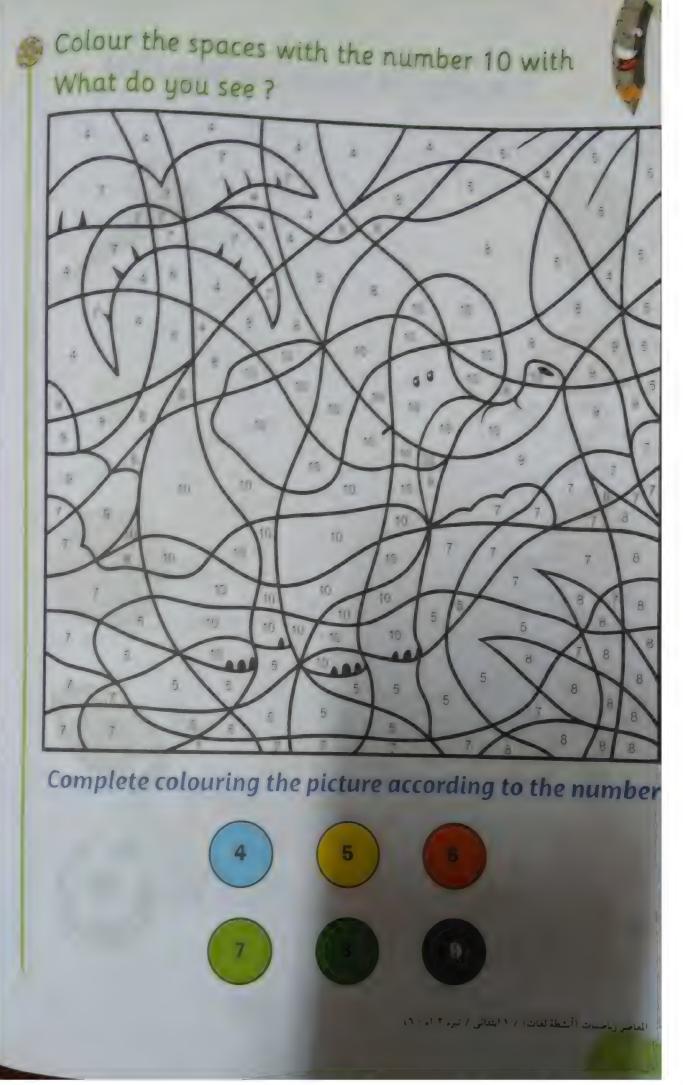


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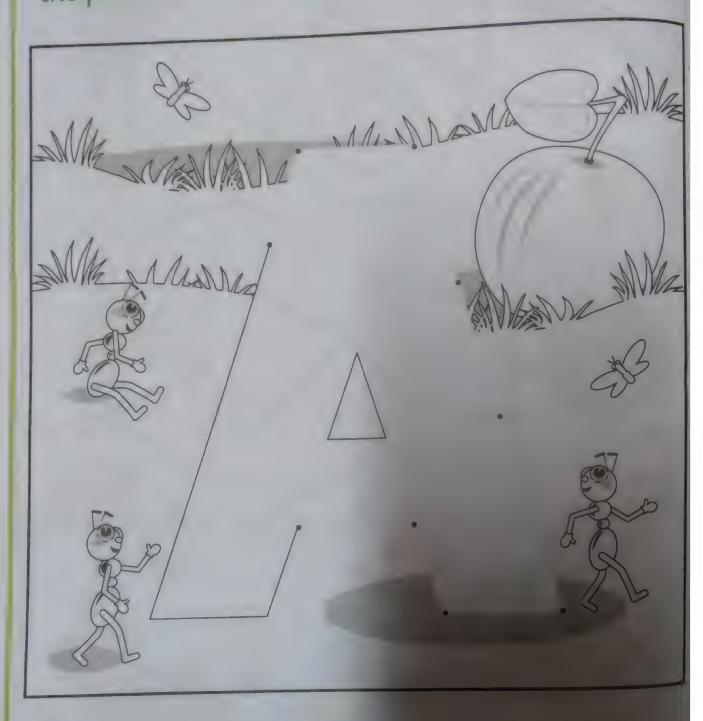
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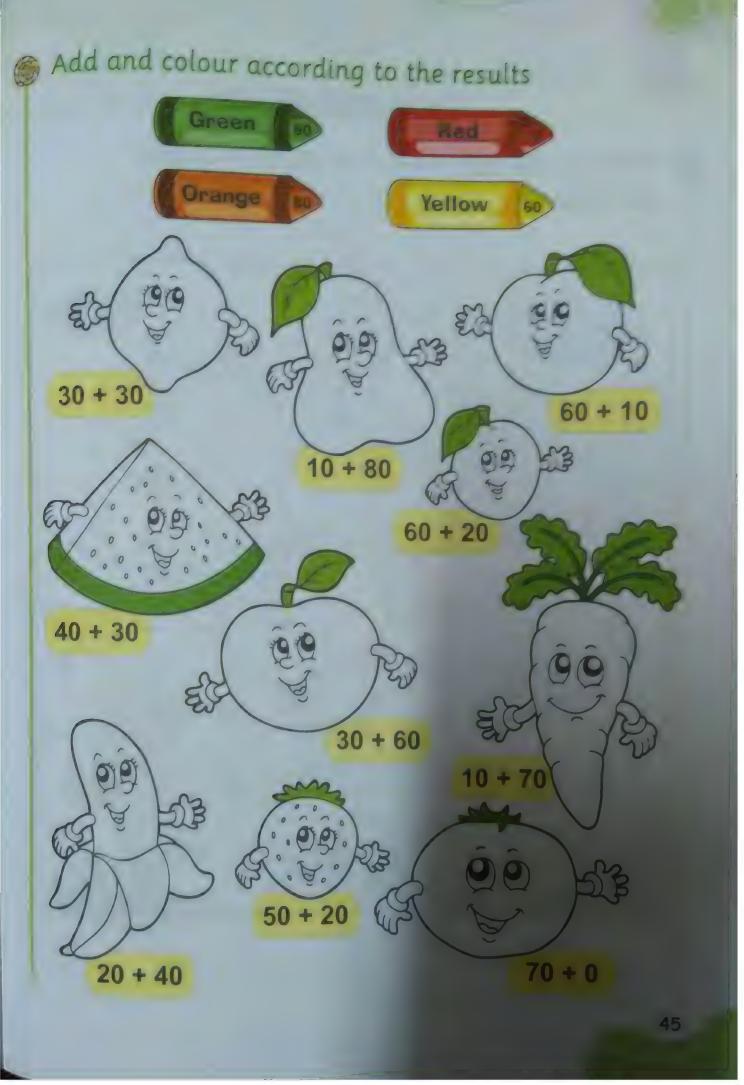


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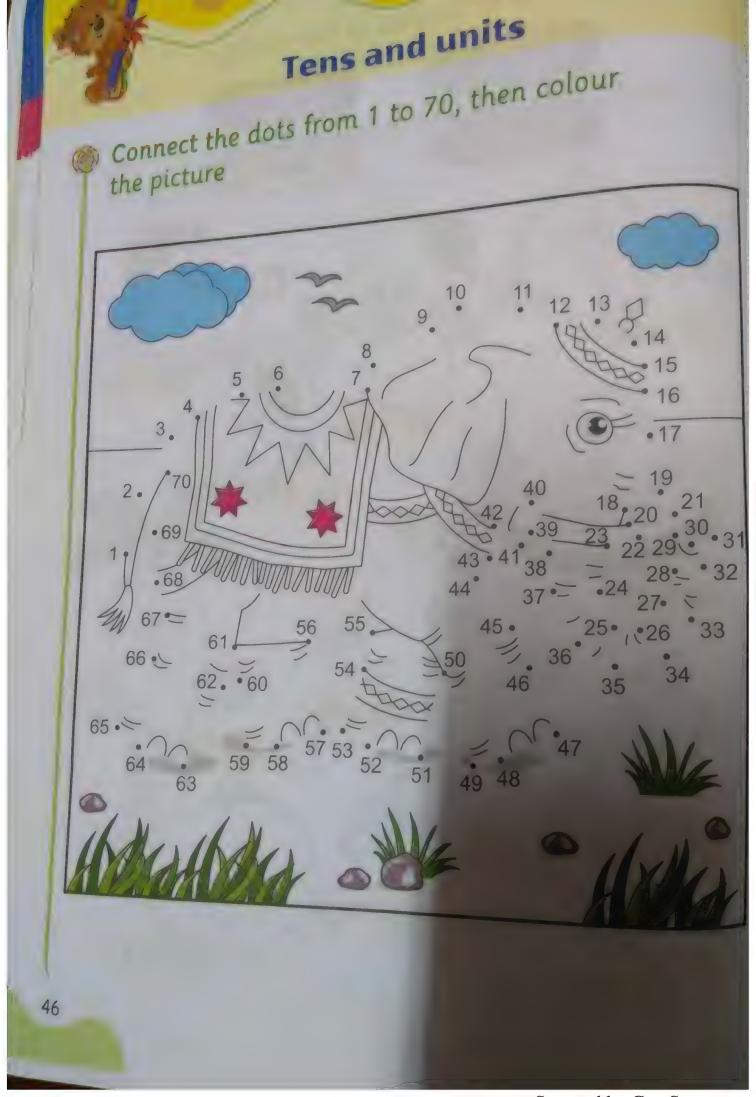
Whole tens

Join the dots in order from 10 to 90 then colour the picture





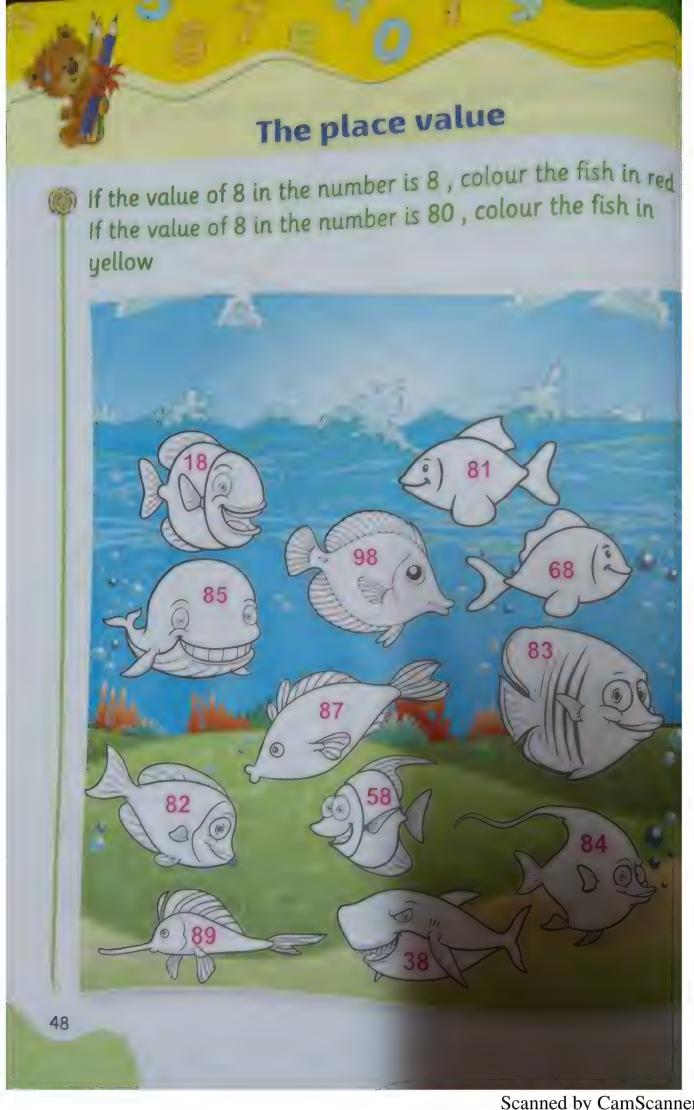
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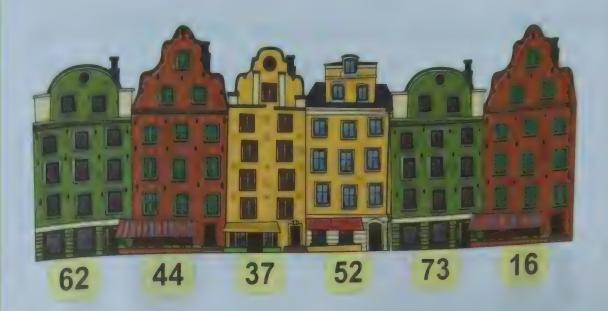
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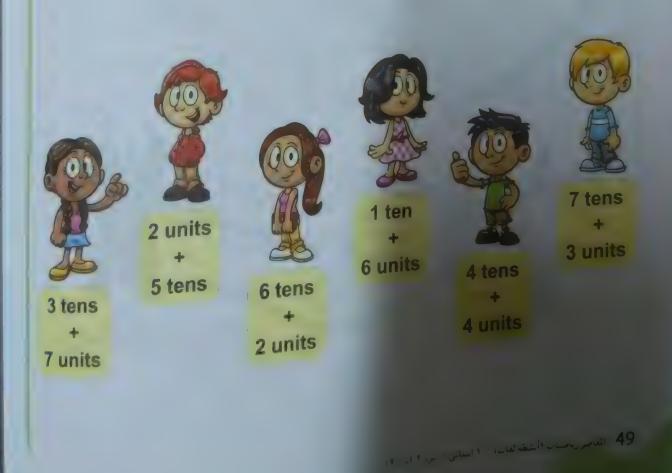


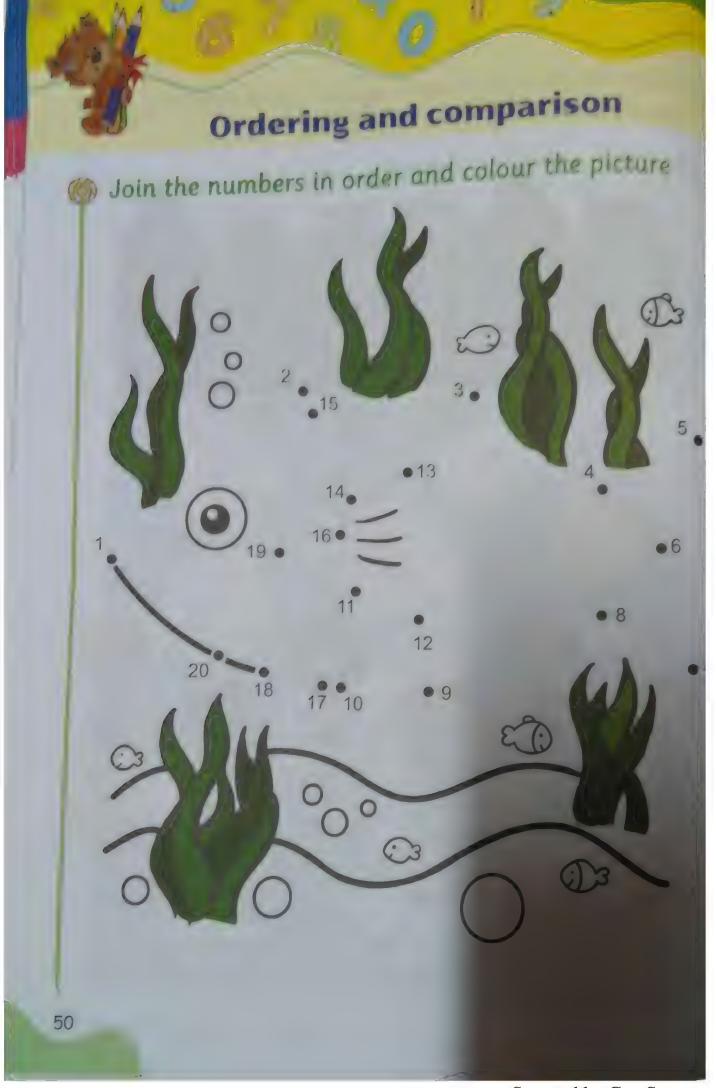
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praw the path that leads to the house with the same number







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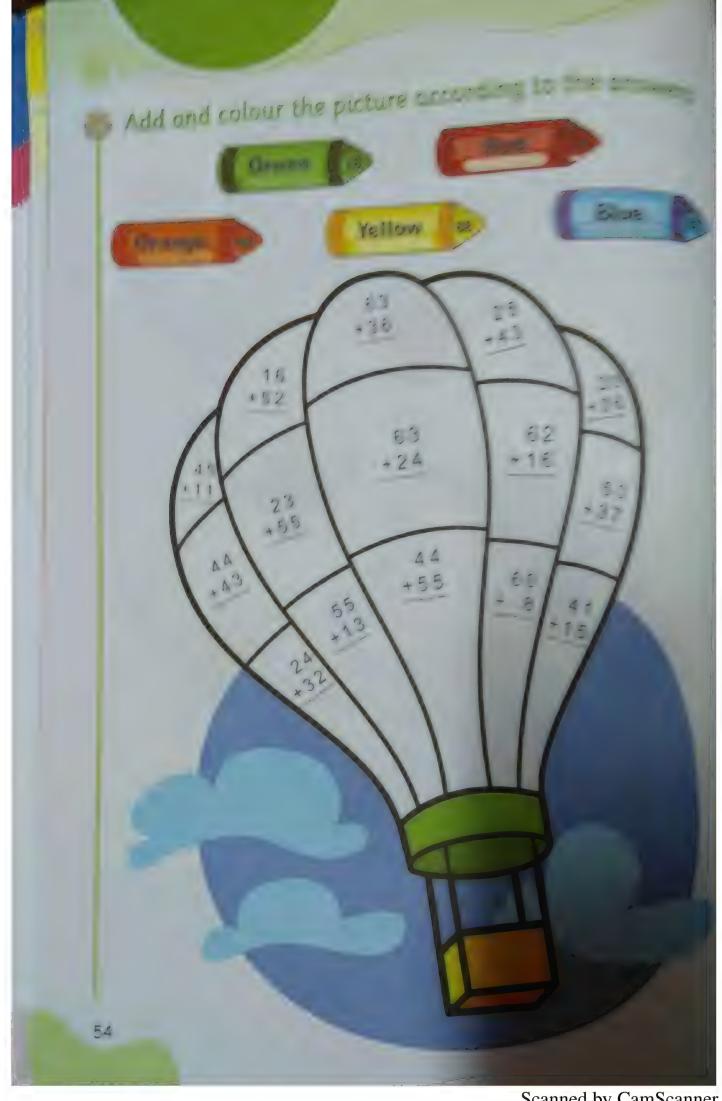
	ASSOCIATION	1.		eignecher Hon 82	
MARK IN	8		there are t	maller than 39	

51	71)	50	89	70	53	45
51	1,1)	3/4	24	84	75	41
63	60	30	42	53	62	73
58	18'9	86	16	95	78	52
183	1,4	7	50	44	72	64
55	46	99	66	57	79	67
71	6,23	56	76	47	74	49

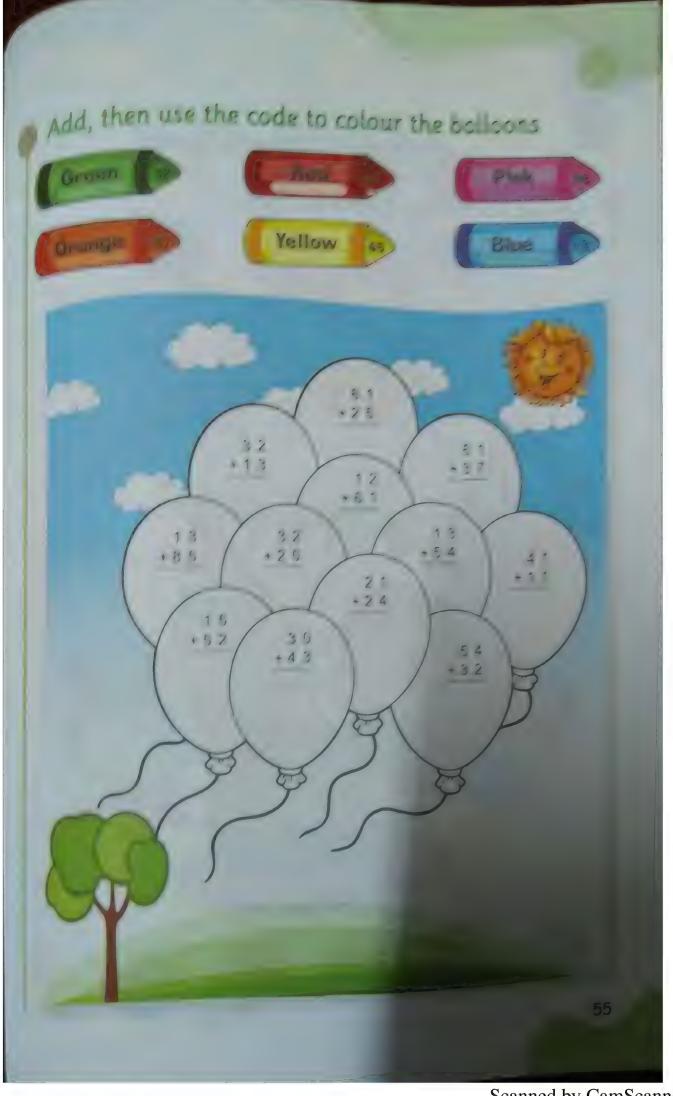
Must to the resultant letter?



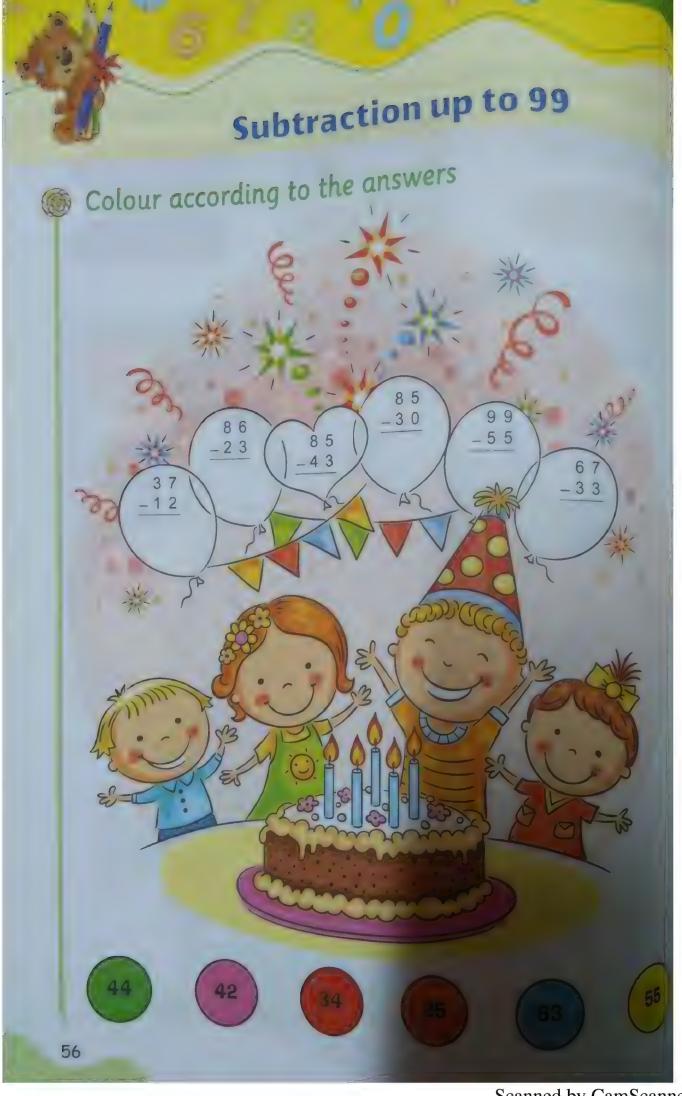
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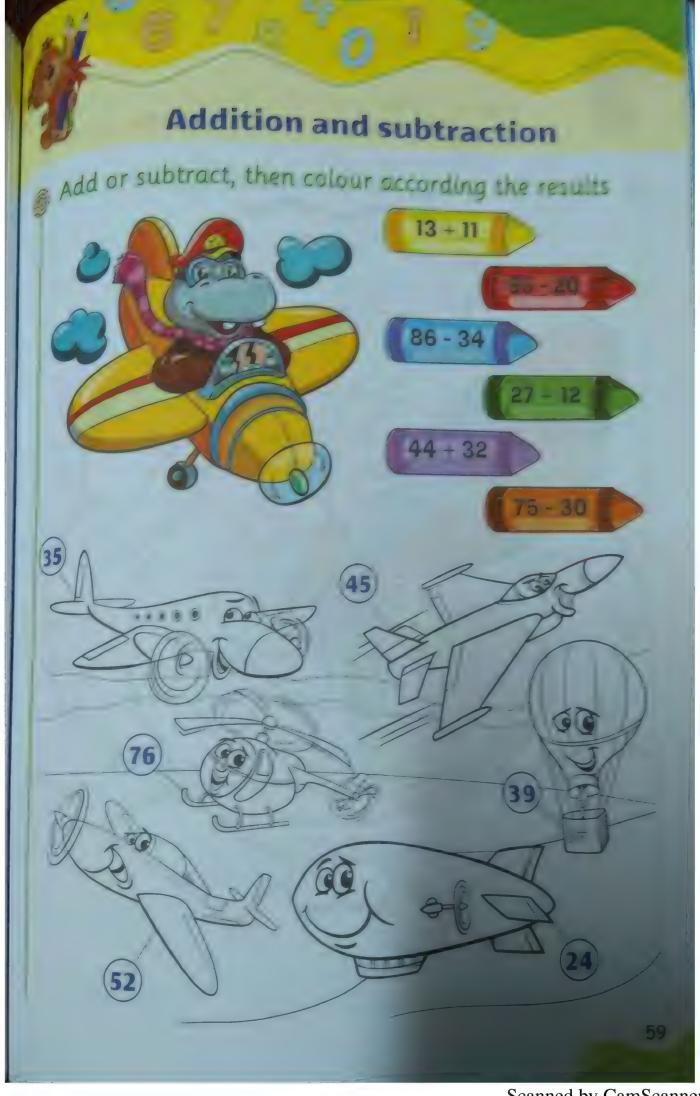


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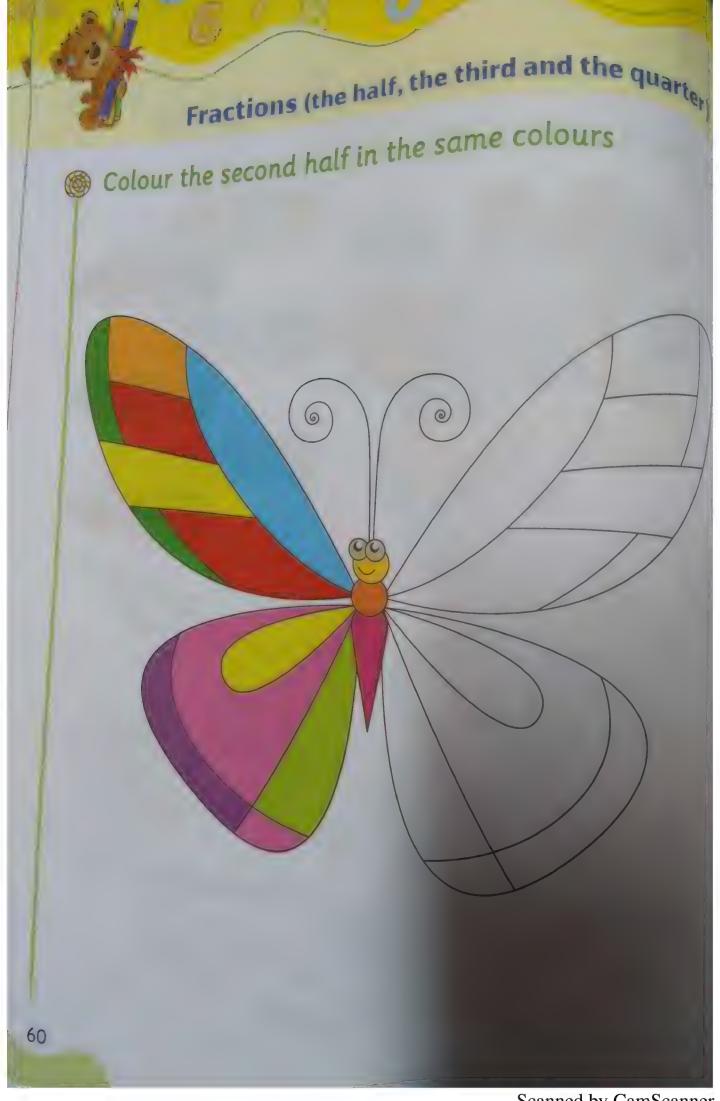


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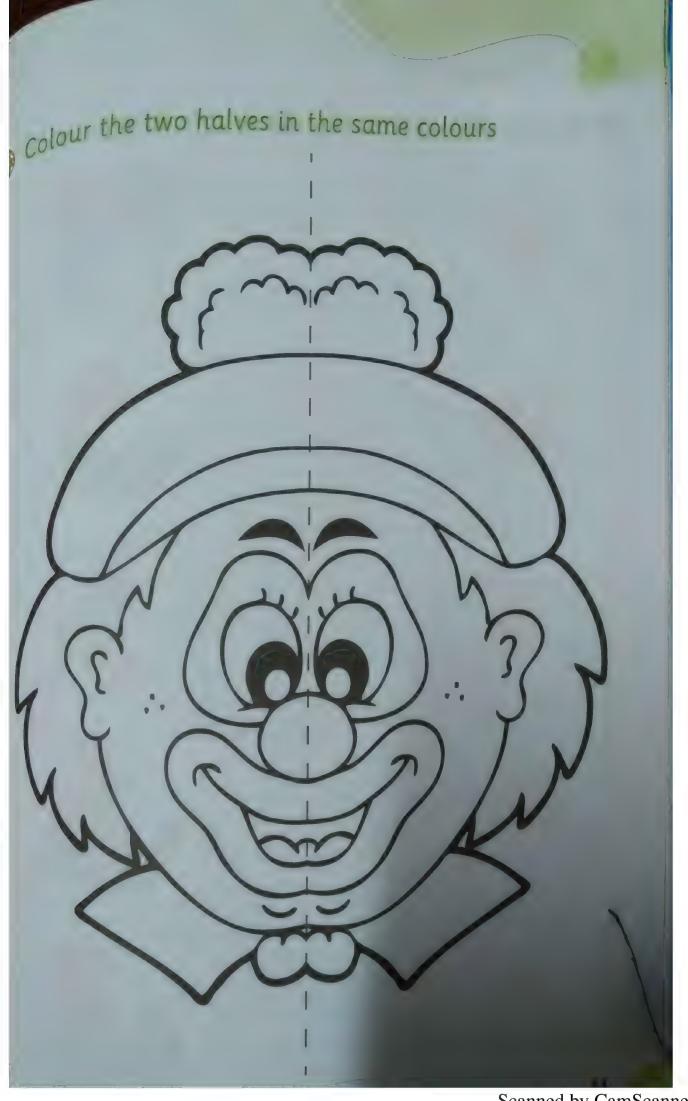




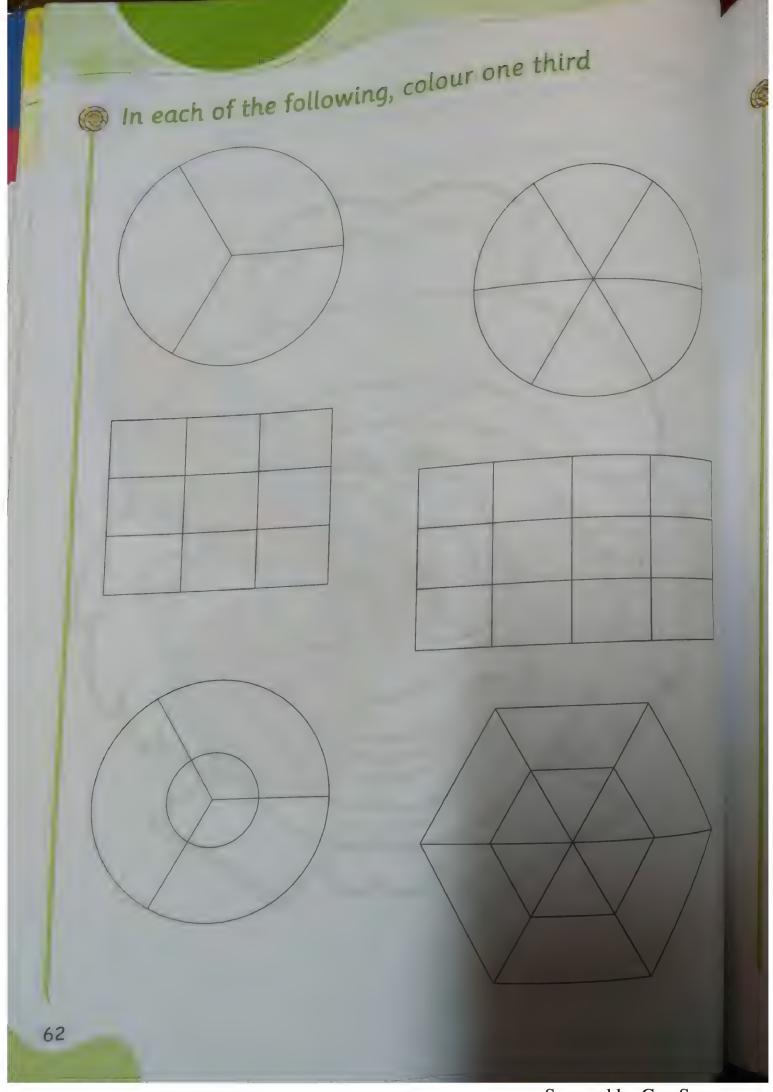
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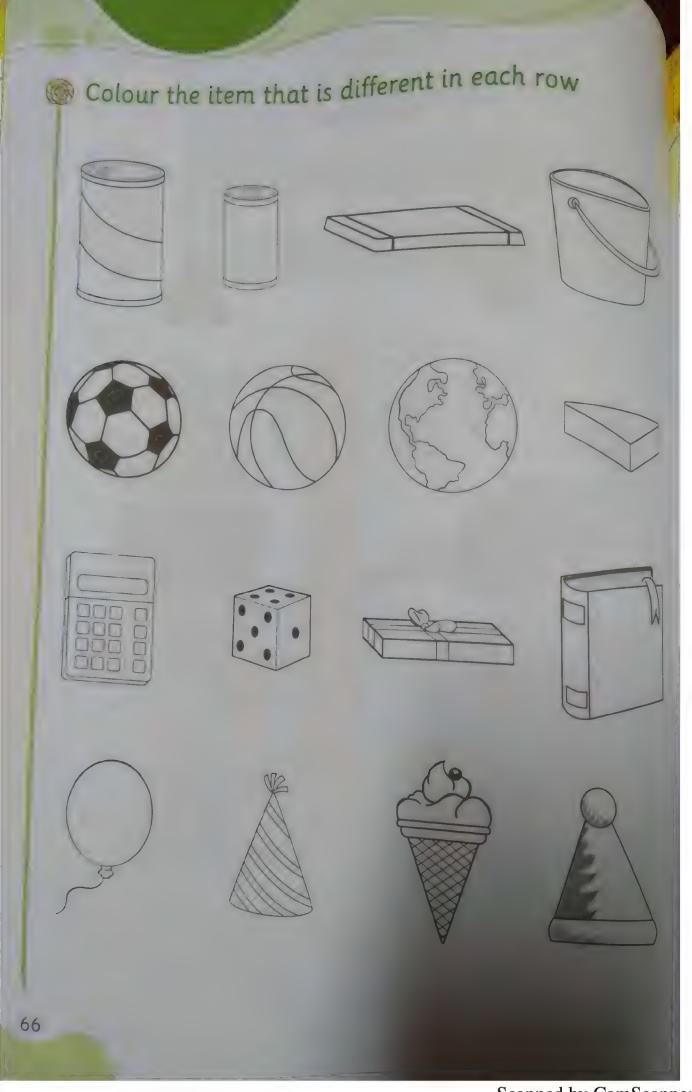
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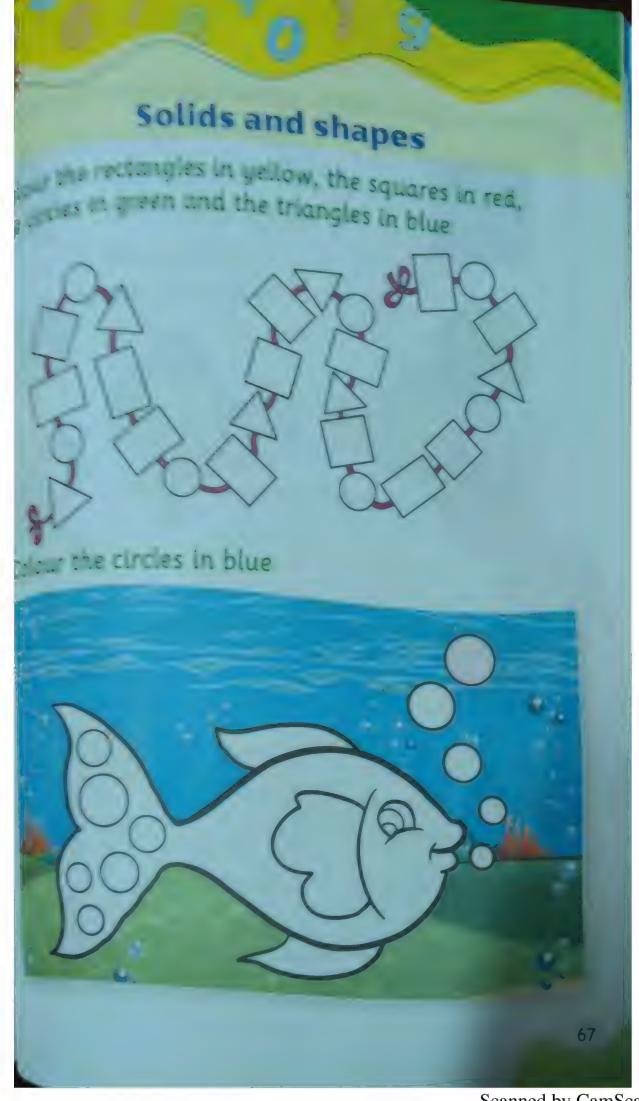
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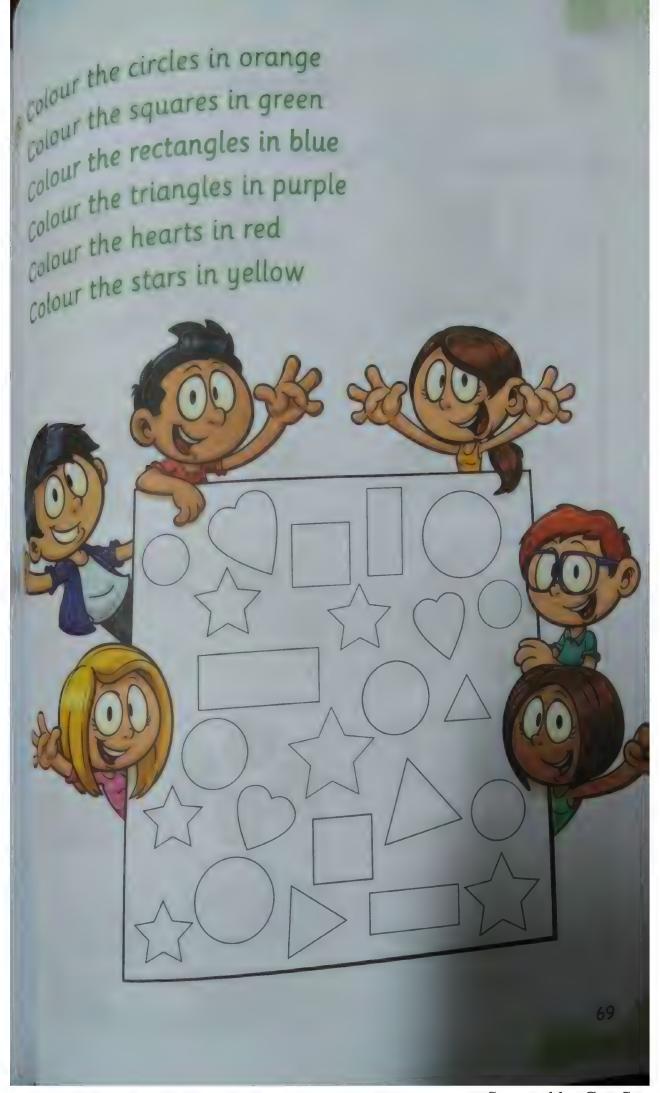
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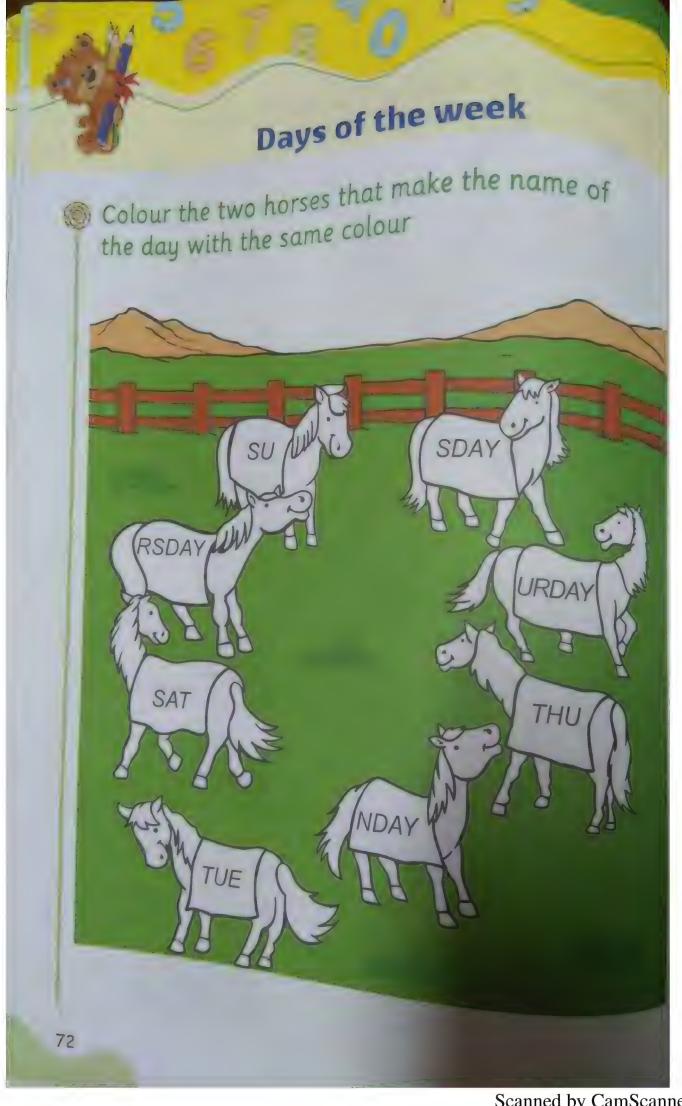
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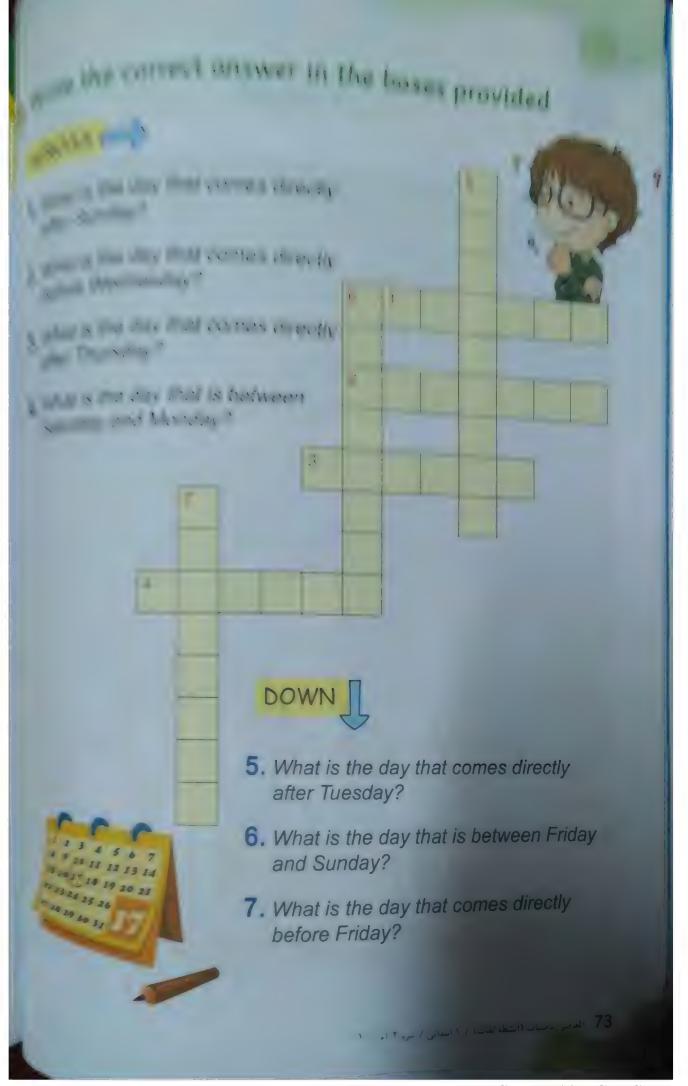
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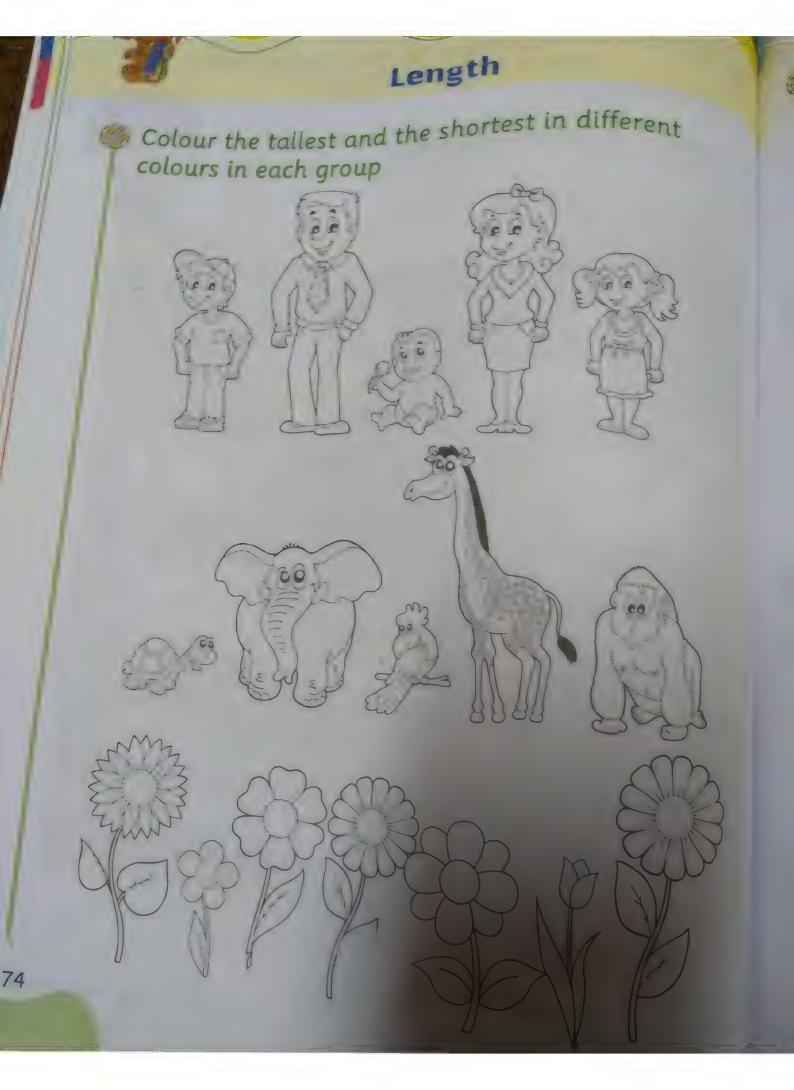


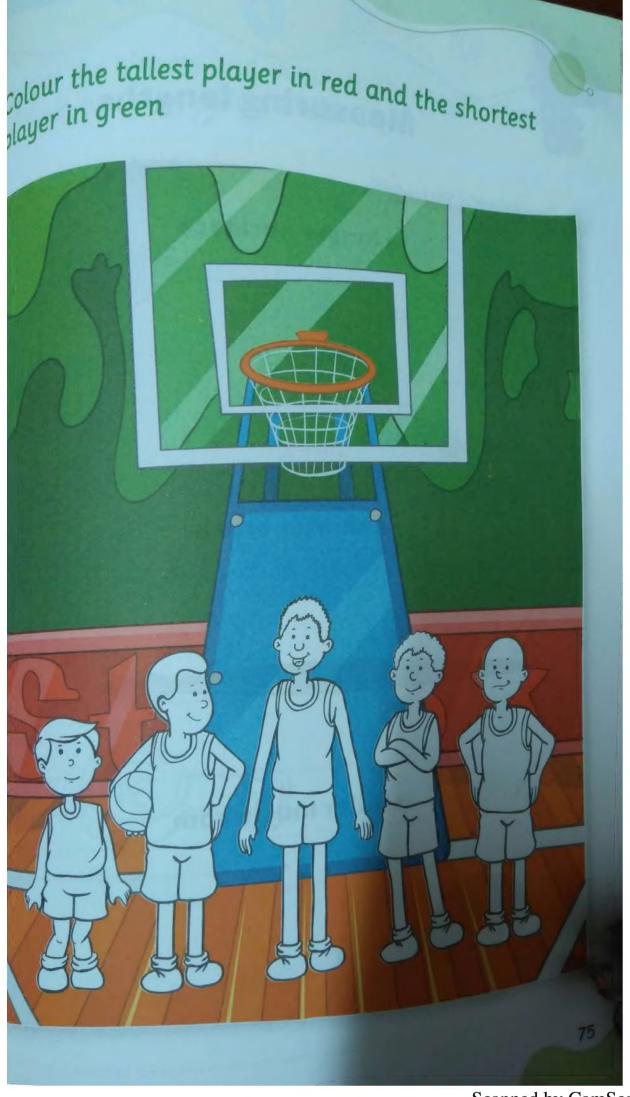
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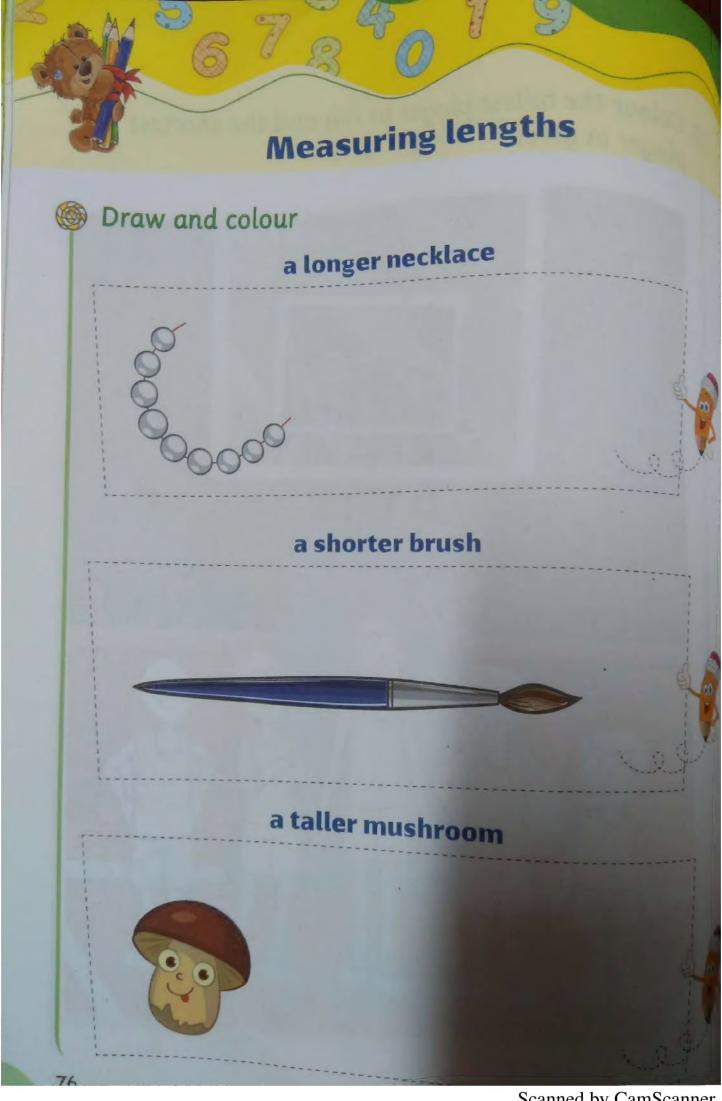
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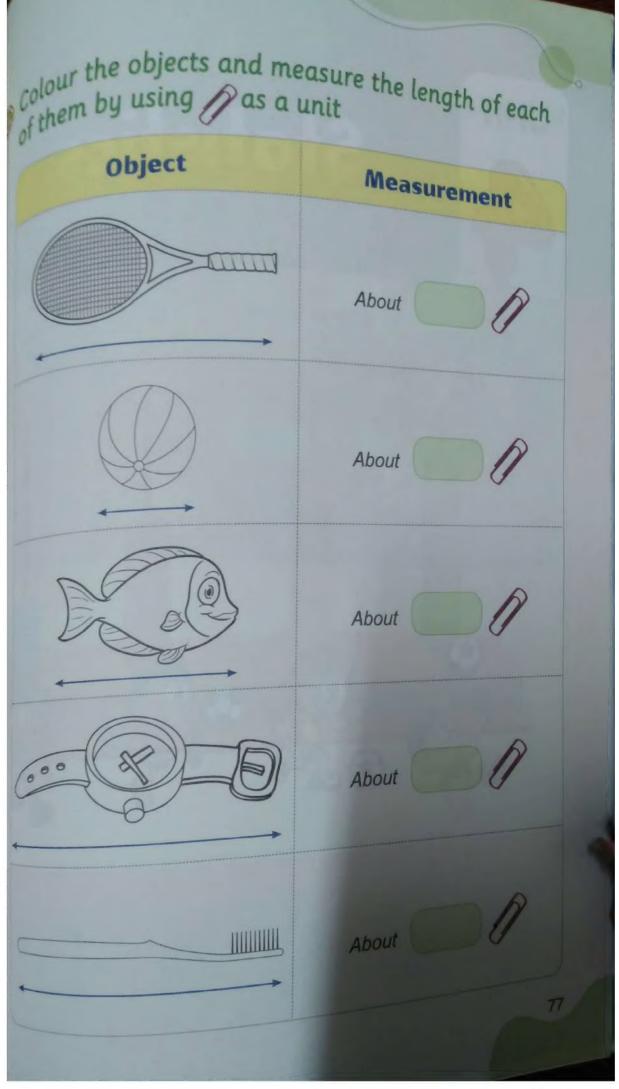




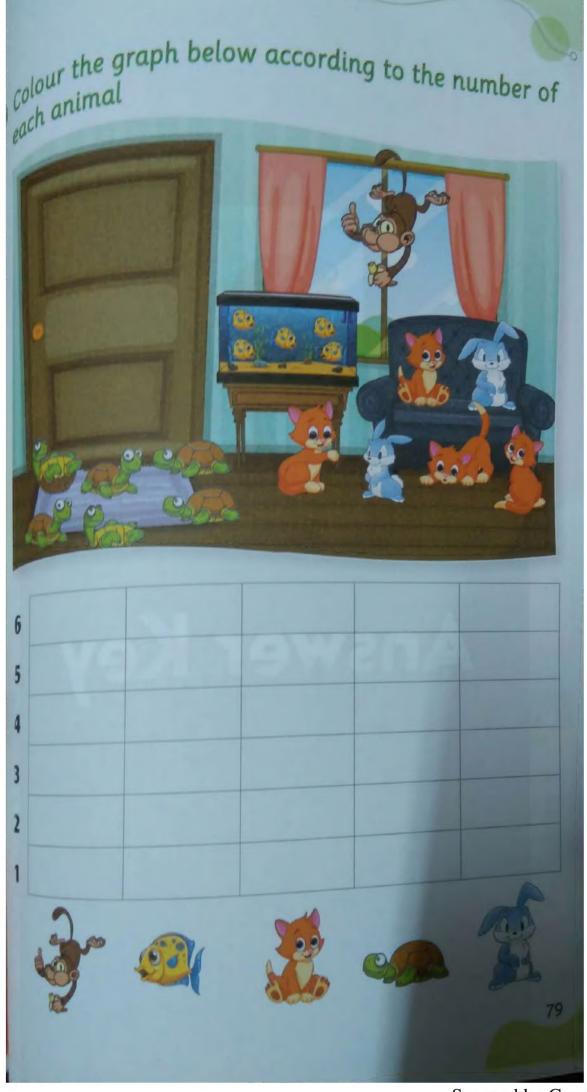
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